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ABSTRACT

The Employability Skills Curriculum is a functional curriculum designed to help in teaching critical employability skills to students with mild disabilities. The curriculum sequence focuses upon the skills of getting a job and holding that job over time. The 65 lesson plans are organized into 13 units which cover: (1) preparing to look for a job, (2) discovering one's job interests, (3) finding out about job openings, (4) contacting employers, (5) the job interview, (6) handling paperwork, (7) characteristics of a good employee, (8) getting along with others, (9) job attendance and absence, (10) transportation to work, (11) managing personal finances, (12) making positive job changes, and (13) thinking about goals for the future. Each lesson plan includes a list of lesson objectives, an introduction, suggested activities, closure, and a list of materials needed. A large number and variety of handouts are included with the curriculum. (DB)

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EMPLOYABILITY SKILLS FOR STUDENTS WITH MILD DISABILITIES

A Sequenced Curriculum Package for Teachers

EC 302076

THE CALIFORNIA STATE UNIVERSITY

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EMPLOYABILITY SKILLS FOR STUDENTS WITH MILD DISABILITIES

A Sequenced Curriculum Package for Teachers

THE CALIFORNIA STATE UNIVERSITY

PREFACE AND ACKNOWLEDGEMENTS

The Employability Skills Curriculum is a functional curriculum designed to help teachers teach critical employability skills to students with mild disabilities. The curriculum sequence focuses upon the critical skills of getting a job and holding that job over time. The curriculum package is the result of a curriculum development project of over six years duration. Project WORK, a collaborative demonstration project between San Diego State University and San Diego City Schools has been funded by the U.S. Department of Education (Grant No. HO 95-6042721) since 1987. The Project WORK staff has been instrumental in the conceptualization, development, writing, implementation, and dissemination of the Employability Skills Curriculum over the six year grant period. This final curriculum package was developed by:

Bridget de la Garza, Project Coordinator

With writing and technical assistance from:

Colleen Harmon, Special Education Transition Teacher
Sheelagh Moran, Special Education Teacher and Job Development Specialist
Laura Fowler, Special Education Transition Specialist
Patricia L. Patton, Professor and Project Director

With special appreciation to Patty Moore for her patient, reliable, and expert clerical assistance.

Note: Research suggests that students with mild disabilities are more likely to become employed upon graduation if they acquire work experience during their high school years (Wehman, 1992; Edgar, 1988; and others). The employability skills in this curriculum are most effectively learned and generalized if the student is actively engaged in job search and/or paid work in the community while enrolled in the course.

Users of this curriculum package will need to have access to the following materials which are used throughout the teaching sequence:

Jew, W. and Tong, R. (1987). *Janus Job Planner (2nd Ed.).* Hayward, CA: Janus Book Publishers, Inc.

Brewner, M., McMahon, W., and Roche, M. (1990). *Job Survival Skills.* New York, NY: Educational Design, Inc.

Brewner, M., McMahon, W., Paris, K., and Roche, M. (1987). *Attitudes on the Job.* New York, NY: Educational Design, Inc.

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Revised 3/21/93

PROJECT WORK

EMPLOYABILITY SKILLS CURRICULUM

UNIT 1 PREPARING TO LOOK FOR A JOB

1. Orientation to the Course
2. Obtaining Documentation
3. Key Parts of a Resume
4. References
5. Preparing a Resume
6. Learning about Job Applications
7. Completing a Job Application

UNIT 2 WHAT KIND OF WORK WOULD I LIKE?

1. Why Should I Work?
2. Finding Out About Different Kinds of Work
3. What Am I Interested In?
4. What Conditions Would I Like to Work In?

UNIT 3 FINDING OUT ABOUT JOB OPENINGS

1. Job Leads
2. Organizing Job Lead Information
3. Locating and Using Classified Want Ads
4. Reading Classified Want Ads
5. Using the Yellow Pages as a Resource
6. Using the White Pages as a Resource

UNIT 4 CONTACTING EMPLOYERS

1. Making a Good First Impression
2. Practicing Telephone Skills
3. Telephoning Employers
4. Visiting an Employer

UNIT 5 HOW DO I INTERVIEW FOR A JOB?

1. Preparing for a Job Interview
2. Dressing for a Job Interview
3. Preparing for Interview Questions
4. Practicing Job Interviews
5. Following-up a Job Interview

UNIT 6 HANDLING PAPERWORK

1. Understanding Key Parts of Your Paycheck Stub
2. Understanding Deductions from Your Pay
3. Reading a Work Schedule
4. Reading and Completing a Timecard
5. Becoming Familiar with State and Federal Tax Return Procedures

UNIT 7 WHAT MAKES A GOOD EMPLOYEE

1. Positive Worker Traits
2. Starting a Job
3. Dressing and Grooming Appropriately on the Job
4. Initiative on the Job

UNIT 8 GETTING ALONG WITH OTHERS

1. Understanding the Role and Responsibilities of a Supervisor
2. Accepting Criticism from a Supervisor
3. What Makes a Good Co-worker?
4. Social Skill, "Greeting Your Co-Workers"
5. Dealing with Customers

UNIT 9 WHAT IF I CAN'T MAKE IT TO WORK?

1. The Four Rules of Good Attendance
2. Who to Notify and When
3. Notifying Your Supervisor when You Must be Absent
4. Being on Time

UNIT 10 HOW WILL I GET TO WORK?

1. Telephoning for Bus Route Information
2. Reading Maps and Schedules (Location to Location)
3. Reading Maps and Schedules (Reading Time Schedules)
4. Selecting a Bus or Trolley Route
5. Planning to Transfer
6. Safe and Appropriate Behavior when Using Public Transit
7. Problem-solving Transportation Problems

UNIT 11 MANAGING YOUR PERSONAL FINANCES

1. Banking Services
2. Choosing a Bank
3. Opening a Savings Account
4. Making a Deposit
5. Withdrawing Money from Your Savings Account
6. Reading Your Bank Statement
7. Using Your Automated Teller Machine (ATM)

UNIT 12 MAKING POSITIVE JOB CHANGES

1. Positive Ways to Handle Stress and "Bad" Days at Work
2. Ending a Job in a Positive Way
3. Giving Written Notice of Your Resignation

UNIT 13 WHAT ARE MY GOALS FOR THE FUTURE?

1. Thinking about Your Future
2. Guidelines for Setting Goals and Making a Plan
3. The Individualized Transition Planning Meeting
4. Being an Effective Self-advocate

UNIT OVERVIEW

UNIT 1: PREPARING TO LOOK FOR A JOB

LESSON 1 — ORIENTATION TO THE COURSE
Know goals of the course.
Identify part-time jobs of interest.
Complete documentation for employment checklist.
Become familiar with ten basic rules for staying employed.
Start a Job Folder for use throughout the course

LESSON 2 — OBTAINING DOCUMENTATION
State the procedures for obtaining basic documentation needed for employment.
State a rule for completing applications and forms neatly and completely.
Complete application forms necessary to obtain documentation for employment.
Know the purpose of the I-9 and the W-4 forms.

LESSON 3 — KEY PARTS OF A RESUME
State the purpose of a resume.
Describe the key parts of a job resume.

LESSON 4 — REFERENCES
Identify complete and accurate information for three individuals willing to serve as references

LESSON 5 — PREPARING A RESUME
Prepare a personal job resume.

LESSON 6 — LEARNING ABOUT JOB APPLICATIONS
Define key terms found on a job application.

LESSON 7 — COMPLETING A JOB APPLICATION
Complete an application neatly, accurately, completely, and in black ink.

UNIT 1 PREPARING TO LOOK FOR A JOB
Lesson 1 Introduction to the Course

OBJECTIVES

1. Know the goals of the course.
2. Identify possible part-time jobs of interest.
3. Complete checklist of documentation needed for employment.
4. Become familiar with ten basic rules for staying employed.
5. Start a Job Folder for use throughout the course.

INTRODUCTION

"Welcome to this course in Employability Skills. As a young adult soon to enter the workforce, there is much to learn about how to find a job you will like and how to succeed in your job. The goal of this class is to teach you skills for getting and keeping a job."

ACTIVITIES

Further introduce the content of the course by posting and discussing handout, TEN WAYS TO KEEP YOUR JOB. Point out to students that employers have selected these ten worker qualities as the most critical to a successful job performance.

NOTE: Teacher may wish to describe the course content and requirements in greater detail before beginning lesson activities.

Inform students that a successful job search requires organization. In order to be organized, each student will each keep a JOB FOLDER. This folder can be a simple pocket folder. It will be used to store important papers needed during the job search. Emphasize that adults who are looking for a job often use a folder to store papers related to their job search. The JOB FOLDER is not a regular "school" notebook. It will be used only for important papers relating to one's job search. It will not be used to store assignments or notes unless specified by the teacher.

Distribute copies of handout, POSSIBLE PART-TIME JOBS I MIGHT LIKE, and ask students to check job sites in which they might be interested in working. (NOTE: Tell students to keep this handout in their folder for use in Lesson 2.) Encourage students to view their selected job sites as a starting place or goal of their job search. In order to help guide job development, completed handouts can be shared with job developers, vocational rehabilitation counselors, or other support personnel working with the student.

Now that students have identified possible job sites to explore, introduce the need for proper documentation to become employed in the United States. Have students complete handout, DOCUMENTATION CHECKLIST. This checklist should be stored in students' JOB FOLDER.

CLOSURE

Students' first assignment is to bring any documents they possess (especially birth certificates and social security cards) from home to school.

MATERIALS NEEDED

1. Handout: TEN WAYS TO KEEP YOUR JOB
2. Handout: PART-TIME JOBS I MIGHT LIKE
3. Handout: DOCUMENTATION CHECKLIST

TEN WAYS TO KEEP A JOB
(And Not Get Fired!)

---

1. Go to work when you are scheduled.
2. Be on time.
3. Be well groomed.
4. Follow directions.
5. Do your very best work at all times.
6. Show initiative.
7. Cooperate with co-workers.
8. Be honest (do not lie or steal).
9. Be drug-free.
10. Be friendly and respectful of others.

UNIT 1 PREPARING TO LOOK FOR A JOB
Lesson 1 Introduction to the Course
Handout

PART-TIME JOBS I MIGHT LIKE

DIRECTIONS: Where do you think you might like to work?

1. Place a checkmark next to the places that interest you.
2. Draw a circle around the specific company or place where you might like to work.
3. At the bottom of the page, write down the name of other companies or places where you might like to work.

_____ STORE
(clothing store, sporting goods store, hardware store, grocery store, department store, record store, electronics/appliances store)

_____ FAST FOOD RESTAURANTS
(McDonald's, Jack-in-the-Box, Taco Bell, Burger King)

_____ AMUSEMENT PARK OR ENTERTAINMENT CENTER
(Sea World, San Diego Zoo, Seaport Village)

_____ OUTDOOR JOB
(landscaping, car wash)

_____ CUSTODIAL JOB
(cleaning at a school, hospital, or business)

_____ FOOD SERVICE
(working in the cafeteria of a college, hospital, or business)

_____ CHILD CARE
(working with babies and young children in a day care center or preschool)

_____ NURSING HOME CARE
(helping care for older people)

_____ OFFICE JOB
(doing filing or clerical work in an office)

_____ LIBRARY JOB
(working in a public or school library doing various duties)

_____ OTHER PLACES YOU MIGHT LIKE TO WORK

DOCUMENTATION CHECKLIST

You will need the following documents (official papers) in order to become employed. You may already have some of these documents. If so, bring them in to show your teacher. Your teacher will help you obtain the other documents. When you have shown the document to your teacher, place a checkmark in the appropriate column and write the date in the appropriate column.

	Shown to Teacher	Date
BIRTH CERTIFICATE		
SOCIAL SECURITY CARD		
STATE-ISSUED IDENTIFICATION CARD		
WORK PERMIT (You only need this if you are under age 18)		
OPTIONAL: BUS IDENTIFICATION CARD		

UNIT 1 PREPARING TO LOOK FOR A JOB
Lesson 2 Obtaining Documentation

OBJECTIVES

1. Know the procedures for obtaining basic documentation needed for employment.
2. State a rule for completing applications and forms neatly and completely.
3. Complete application forms necessary to obtain documentation for employment.
4. Know the purpose of the I-9 form and the W-4.

NOTE: This lesson may take several days to complete.

INTRODUCTION

On the chalkboard, list DOCUMENTS NEEDED FOR EMPLOYMENT.

- Birth certificate
- Social Security card
- State-issued identification card
- Work permit, if person is under age 18.

"Let's read this list on the chalkboard. These are the basic documents you will need in order to become employed in the United States. Today we will learn why they are needed and how to obtain them."

ACTIVITIES

Explain the purpose of each of the four documents listed above. (Birth certificate proves U.S. citizenship and is needed to obtain a social security number/card. Social Security card proves citizenship and is a means of personal identification. State-issued identification card proves identity, citizenship, and age. A work permit declares the limited conditions under which a person under age 18 can work.)

Distribute copies of the EMPLOYMENT ELIGIBILITY VERIFICATION (I-9) FORM and familiarize students with the form.

- By law, every employer must require new employees to show certain documentation that proves they are legally eligible to work in the United States. The employer and the new employee must sign a form stating that this documentation was shown to the employer. This form is called an Employment Eligibility Verification or an I-9 form.

Distribute copies of the W-4 FORM and briefly familiarize students with the purpose of the form.

- By law, every employer must require a new employee to fill out a W-4 form. The law says that every employee must complete the form so that the employer can hold back, from each paycheck, the proper amount of taxes. Define the term *dependent* to assist students in filling out form: a dependent is someone who depends on the employee for food and shelter (most high school students will claim only themselves).

Read and discuss handout, HOW TO OBTAIN A BIRTH CERTIFICATE. Check students' understanding of the procedure for obtaining a birth certificate by asking questions on key points, e.g.,

1. What is the purpose of a birth certificate?
2. What is the procedure for obtaining a birth certificate?

Distribute and read handout, HOW TO OBTAIN A SOCIAL SECURITY CARD. Provide students with the location of the social security office in your city. Check students' understanding of the procedure for obtaining a social security card by asking questions on key points, e.g.,

1. What is the purpose of a social security card?
2. What is the procedure for obtaining a birth certificate?

Teach the following rules for completing applications/forms. Tell students that they will be completing several applications today, and will first need to learn the rules for completing applications and forms.

Applications should be:

- **Neat**
- **Complete**
- **Accurate**
- **And in black ink.**

Show students several examples of actual completed applications/forms that are neat, complete, accurate, and in black ink.

Guide students in completing an actual APPLICATION FOR A SOCIAL SECURITY CARD. (Note: Those students who do not yet have a social security card can use their completed application for submission to the Social Security Administration Office. Those students who already possess a social security card should complete the form for practice in applying the rule.)

Distribute and read HOW TO OBTAIN A CALIFORNIA IDENTIFICATION CARD. Provide students with the address of the nearest Department of Motor Vehicle office. Check students' understanding of the procedure for obtaining a state-issued ID card by asking questions as needed, e.g.,

1. What is the purpose of a state-issued identification card?
2. What is the procedure for obtaining a state-issued identification card?

Guide students in completing an application for a state-issued identification card using the form APPLICATION FOR NONCOMMERCIAL DRIVER LICENSE, IDENTIFICATION CARD, OR NAME CHANGE. Again, appropriately-completed applications can be submitted by those students who do not possess an identification card.

Read and discuss handout, HOW TO OBTAIN A WORK PERMIT. Check to ensure that all students know the location of the career office and the name of the career counselor or other individual in charge of work permits in their school.

Guide students in completing the form REQUEST FOR WORK PERMIT AND STATEMENT OF INTENT TO EMPLOY MINOR. Check applications for neatness, completeness, accuracy, and use of black ink. Students under age 18 should submit completed forms to the designated person at their school.

CLOSURE

To improve neatness, students may need to copy form(s) done in class for actual submission to agencies.

SUGGESTED FOLLOW-UP

Students may require a bus pass for transportation to the job and during job search. Many city transportation services provide a significant discount on bus passes for persons who have a disability. In order to be eligible for this discount, an individual may need to obtain a bus identification card and provide proof of disability. (See SENIOR/DISABLED APPLICATION FORM used in San Diego Metro Transport Service.) Students should be made aware of this discount and may need assistance in securing proof of disability necessary to obtain this discount.

Once application forms are completed, students may require assistance in submitting forms to the appropriate office. The teacher might help to arrange confirming location of office, arranging transportation, or scheduling a time with the Career Center at your school for students to meet the career counselor and pick up or drop off applications for work permits.

MATERIALS NEEDED

1. EMPLOYMENT ELIGIBILITY VERIFICATION FORM (I-9)
2. EMPLOYEE'S WITHHOLDING ALLOWANCE CERTIFICATE FORM (W-4)
3. Handout: HOW TO OBTAIN A BIRTH CERTIFICATE
4. Handout: HOW TO OBTAIN A SOCIAL SECURITY CARD
5. APPLICATION FOR SOCIAL SECURITY NUMBER
6. Handout: HOW TO OBTAIN A STATE IDENTIFICATION CARD
7. APPLICATION FOR NONCOMMERCIAL DRIVER LICENSE, IDENTIFICATION CARD, OR NAME CHANGE
8. Handout: HOW TO OBTAIN A WORK PERMIT/REQUEST FOR WORK PERMIT AND STATEMENT OF INTENT TO EMPLOY A MINOR (Work Permit)
9. SENIOR/DISABLED IDENTIFICATION APPLICATION FORM
10. Samples of all forms filled out correctly (Provided by teacher)

Immigration and Naturalization Service — Employment Eligibility Verification

Purge Date: _____

Term Date: _____

* Employee Completes

Please read instructions carefully before completing this form. The instructions must be available during completion of this form. ANTI-DISCRIMINATION NOTICE. It is illegal to discriminate against work eligible individuals. Employers CANNOT specify which document(s) they will accept from an employee. The refusal to hire an individual because of a future expiration date may also constitute illegal discrimination.

Section 1. Employee Information and Verification. To be completed and signed by employee at the time employment begins

Print Name: Last	First	Middle Initial	Maiden Name
Address *(Street Name and Number)*		Apt. #	Date of Birth *(month/day/year)*
City	State	Zip Code	Social Security #

I am aware that federal law provides for imprisonment and/or fines for false statements or use of false documents in connection with the completion of this form.

I attest, under penalty of perjury, that I am (check one of the following):

- ☐ A citizen or national of the United States
- ☐ A Lawful Permanent Resident (Alien # A _____)
- ☐ An alien authorized to work until ____/____/____ (Alien # or Admission # _____)

Employee's Signature — Date *(month/day/year)*

* Office Use Only

Preparer and/or Translator Certification. *(To be completed and signed if Section 1 is prepared by a person other than the employee.) I attest, under penalty of perjury, that I have assisted in the completion of this form and that to the best of my knowledge the information is true and correct.*

Preparer's/Translator's Signature — Print Name

Address *(Street Name and Number, City, State, Zip Code)* — Date *(month/day/year)*

Section 2. Employer Review and Verification. To be completed and signed by employer. **Examine one document from List A OR examine one document from List B and one from List C** as listed on the reverse of this form and record the title, number and expiration date, if any, of the document(s)

List A	OR	List B	AND	List C
Document title: _____		_____		_____
Issuing authority: _____		Document title		Document title
Document #: _____		_____		_____
Expiration Date *(if any)*: ___/___/___		Issuing authority		Issuing authority
Document #: _____		_____		_____
Expiration Date *(if any)*: ___/___/___		Document #		Document #
		_____		_____
		Expiration Date (if any)		Expiration Date (if any)

CERTIFICATION - I attest, under penalty of perjury, that I have examined the document(s) presented by the above-named employee, that the above-listed document(s) appear to be genuine and to relate to the employee named, that the employee began employment on *(month/day/year)* **____/____/____ and that to the best of my knowledge the employee is eligible to work in the United States. (State employment agencies may omit the date the employee began employment).**

Signature of Employer or Authorized Representative — Print Name — Title: Personnel Representative

Business or Organization Name — Date *(month/day/year)*

Section 3. Updating and Reverification. To be completed and signed by employer

A. New Name *(if applicable)* — B. Date of rehire *(month/day/year) (if applicable)*

C. If employee's previous grant of work authorization has expired, provide the information below for the document that establishes current employment eligibility.

Document Title: _____ Document #: _____ Expiration Date (if any): ___/___/___

I attest, under penalty of perjury, that to the best of my knowledge, this employee is eligible to work in the United States, and if the employee presented document(s), the document(s) I have examined appear to be genuine and to relate to the individual.

Signature of Employer or Authorized Representative — Personnel Rep. — Date *(month/day/year)*

Form I-9 (Rev. 11-21-91) N

☐ 3 Business Day Extension _____ Extension Expiration Date ☐ 30 Day Contact _____ Date Reminder Letter Sent

☐ 90 Day Extension _____ Expiration Date ☐ 60 Day Contact _____ Date Reminder Letter Sent

LISTS OF ACCEPTABLE DOCUMENTS

LIST A

Documents that Establish Both Identity and Employment Eligibility

1. U.S. Passport (unexpired or expired)
2. Certificate of U.S. Citizenship *(INS Form N-560 or N-561)*
3. Certificate of Naturalization *(INS Form N-550 or N-570)*
4. Unexpired foreign passport, with *I-551 stamp or* attached *INS Form I-94* indicating unexpired employment authorization
5. Alien Registration Receipt Card with photograph *(INS Form I-151 or I-551)*
6. Unexpired Temporary Resident Card *(INS Form I-688)*
7. Unexpired Employment Authorization Card *(INS Form I-688A)*
8. Unexpired Reentry Permit *(INS Form I-327)*
9. Unexpired Refugee Travel Document *(INS Form I-571)*
10. Unexpired Employment Authorization Document issued by the INS which contains a photograph *(INS Form I-688B)*

OR

LIST B

Documents that Establish Identity

1. Driver's license or ID card issued by a state or outlying possession of the United States provided it contains a photograph or information such as name, date of birth, sex, height, eye color, and address
2. ID card issued by federal, state, or local government agencies or entities provided it contains a photograph or information such as name, date of birth, sex, height, eye color, and address
3. School ID card with a photograph
4. Voter's registration card
5. U.S. Military card or draft record
6. Military dependent's ID card
7. U.S. Coast Guard Merchant Mariner Card
8. Native American tribal document
9. Driver's license issued by a Canadian government authority

For persons under age 18 who are unable to present a document listed above:

10. School record or report card
11. Clinic, doctor, or hospital record
12. Day-care or nursery school record

AND

LIST C

Documents that Establish Employment Eligibility

1. U.S. social security card issued by the Social Security Administration *(other than a card stating it is not valid for employment)*
2. Certification of Birth Abroad issued by the Department of State *(Form FS-545 or Form DS-1350)*
3. Original or certified copy of a birth certificate issued by a state, county, municipal authority or outlying possession of the United States bearing an official seal
4. Native American tribal document
5. U.S. Citizen ID Card *(INS Form I-197)*
6. ID Card for use of Resident Citizen in the United States *(INS Form I-179)*
7. Unexpired employment authorization document issued by the INS *(other than those listed under List A)*

Illustrations of many of these documents appear in Part 8 of the Handbook for Employers (M-274)

1992 Form W-4

Department of the Treasury
Internal Revenue Service

Purpose. Complete Form W-4 so that your employer can withhold the correct amount of Federal income tax from your pay.

Exemption From Withholding. Read line 7 of the certificate below to see if you can claim exempt status. *If exempt, complete line 7; but do not complete lines 5 and 6.* No Federal income tax will be withheld from your pay. Your exemption is good for one year only. It expires February 15, 1993.

Basic Instructions. Employees who are not exempt should complete the Personal Allowances Worksheet. Additional worksheets are provided on page 2 for employees to adjust their withholding allowances based on itemized deductions, adjustments to income, or two-earner/two-job situations. Complete all worksheets that apply to your situation. The worksheets will help you figure the number of withholding allowances you are entitled to claim. However, you may claim fewer allowances than this.

Head of Household. Generally, you may claim head of household filing status on your tax return only if you are unmarried and pay more than 50% of the costs of keeping up a home for yourself and your dependent(s) or other qualifying individuals.

Nonwage Income. If you have a large amount of nonwage income, such as interest or dividends, you should consider making estimated tax payments using Form 1040-ES. Otherwise, you may find that you owe additional tax at the end of the year.

Two-Earner/Two-Jobs. If you have a working spouse or more than one job, figure the total number of allowances you are entitled to claim on all jobs using worksheets from only one Form W-4. This total should be divided among all jobs. Your withholding will usually be most accurate when all allowances are claimed on the W-4 filed for the highest paying job and zero allowances are claimed for the others.

Advance Earned Income Credit. If you are eligible for this credit, you can receive it added to your paycheck throughout the year. For details, get Form W-5 from your employer.

Check Your Withholding. After your W-4 takes effect, you can use **Pub. 919,** Is My Withholding Correct for 1992?, to see how the dollar amount you are having withheld compares to your estimated total annual tax. Call 1-800-829-3676 to order this publication. Check your local telephone directory for the IRS assistance number if you need further help.

Personal Allowances Worksheet

For 1992, the value of your personal exemption(s) is reduced if your income is over $105,250 ($157,900 if married filing jointly, $131,550 if head of household, or $78,950 if married filing separately). Get Pub. 919 for details.

A Enter "1" for **yourself** if no one else can claim you as a dependent . . . . . A ____

B Enter "1" if:
- You are single and have only one job; or
- You are married, have only one job, and your spouse does not work; or
- Your wages from a second job or your spouse's wages (or the total of both) are $1,000 or less.

. . B ____

C Enter "1" for your **spouse.** But, you may choose to enter -0- if you are married and have either a working spouse or more than one job (this may help you avoid having too little tax withheld) . . . . . C ____

D Enter number of **dependents** (other than your spouse or yourself) whom you will claim on your tax return . . . . . D ____

E Enter "1" if you will file as **head of household** on your tax return (see conditions under "Head of Household," above) . E ____

F Enter "1" if you have at least $1,500 of **child or dependent care expenses** for which you plan to claim a credit . . F ____

G Add lines A through F and enter total here. **Note:** *This amount may be different from the number of exemptions you claim on your return* ▶ G ____

For accuracy, do all worksheets that apply.

- If you plan to **itemize or claim adjustments to income** and want to reduce your withholding, see the Deductions and Adjustments Worksheet on page 2.
- If you are **single** and have **more than one job** and your combined earnings from all jobs exceed $29,000 OR if you are **married** and have a **working spouse or more than one job,** and the combined earnings from all jobs exceed $50,000, see the Two-Earner/Two-Job Worksheet on page 2 if you want to avoid having too little tax withheld.
- If **neither** of the above situations applies, **stop here** and enter the number from line G on line 5 of Form W-4 below.

----- **Cut here and give the certificate to your employer. Keep the top portion for your records.** -----

Form **W-4**
Department of the Treasury
Internal Revenue Service

Employee's Withholding Allowance Certificate

▶ **For Privacy Act and Paperwork Reduction Act Notice, see reverse.**

OMB No. 1545-0010

1992

1 Type or print your first name and middle initial | Last name | 2 Your social security number

Home address (number and street or rural route)

3 ☐ Single ☐ Married ☐ Married, but withhold at higher Single rate.
Note: *If married, but legally separated, or spouse is a nonresident alien, check the Single box.*

City or town, state, and ZIP code

4 If your last name differs from that on your social security card, check here and call 1-800-772-1213 for more information . ▶ ☐

5 Total number of allowances you are claiming (from line G above or from the Worksheets on back if they apply) 5

6 Additional amount, if any, you want deducted from each paycheck . . . . . 6 $

7 I claim exemption from withholding and I certify that I meet **ALL** of the following conditions for exemption:
- Last year I had a right to a refund of **ALL** Federal income tax withheld because I had **NO** tax liability; **AND**
- This year I expect a refund of **ALL** Federal income tax withheld because I expect to have **NO** tax liability; **AND**
- This year if my income exceeds $600 and includes nonwage income, another person cannot claim me as a dependent.

If you meet all of the above conditions, enter the year effective and "EXEMPT" here . . . ▶ 7 19

8 Are you a full-time student? (**Note:** *Full-time students are not automatically exempt.*) . . . . . 8 ☐ Yes ☐ No

Under penalties of perjury, I certify that I am entitled to the number of withholding allowances claimed on this certificate or entitled to claim exempt status.

Employee's signature ▶ **Date** ▶ , 19

9 Employer's name and address (Employer: Complete 9 and 11 only if sending to the IRS) | 10 Office code (optional) | 11 Employer identification number

Cat. No. 10220Q

Deductions and Adjustments Worksheet

Note: *Use this worksheet only if you plan to itemize deductions or claim adjustments to income on your 1992 tax return.*

1	Enter an estimate of your 1992 itemized deductions. These include: qualifying home mortgage interest, charitable contributions, state and local taxes (but not sales taxes), medical expenses in excess of 7.5% of your income, and miscellaneous deductions. (For 1992, you may have to reduce your itemized deductions if your income is over $105,250 ($52,625 if married filing separately). Get Pub. 919 for details.)	1	$
2	Enter: $6,000 if married filing jointly or qualifying widow(er); $5,250 if head of household; $3,600 if single; $3,000 if married filing separately	2	$
3	**Subtract** line 2 from line 1. If line 2 is greater than line 1, enter -0-	3	$
4	Enter an estimate of your 1992 adjustments to income. These include alimony paid and deductible IRA contributions	4	$
5	**Add** lines 3 and 4 and enter the total	5	$
6	Enter an estimate of your 1992 nonwage income (such as dividends or interest income)	6	$
7	**Subtract** line 6 from line 5. Enter the result, but not less than -0-	7	$
8	**Divide** the amount on line 7 by $2,500 and enter the result here. Drop any fraction	8	
9	Enter the number from Personal Allowances Worksheet, line G, on page 1	9	
10	**Add** lines 8 and 9 and enter the total here. If you plan to use the Two-Earner/Two-Job Worksheet, also enter the total on line 1, below. Otherwise, **stop here** and enter this total on Form W-4, line 5, on page 1	10	

Two-Earner/Two-Job Worksheet

Note: *Use this worksheet only if the instructions for line G on page 1 direct you here.*

1	Enter the number from line G on page 1 (or from line 10 above if you used the Deductions and Adjustments Worksheet)	1	
2	Find the number in **Table 1** below that applies to the **LOWEST** paying job and enter it here	2	
3	If line 1 is **GREATER THAN OR EQUAL TO** line 2, subtract line 2 from line 1. Enter the result here (if zero, enter -0-) and on Form W-4, line 5, on page 1. **DO NOT** use the rest of this worksheet	3	

Note: *If line 1 is **LESS THAN** line 2, enter -0- on Form W-4, line 5, on page 1. Complete lines 4–9 to calculate the additional dollar withholding necessary to avoid a year-end tax bill.*

4	Enter the number from line 2 of this worksheet	4	
5	Enter the number from line 1 of this worksheet	5	
6	**Subtract** line 5 from line 4	6	
7	Find the amount in **Table 2** below that applies to the **HIGHEST** paying job and enter it here	7	$
8	**Multiply** line 7 by line 6 and enter the result here. This is the additional annual withholding amount needed	8	$
9	Divide line 8 by the number of pay periods remaining in 1992. (For example, divide by 26 if you are paid every other week and you complete this form in December of 1991.) Enter the result here and on Form W-4, line 6, page 1. This is the additional amount to be withheld from each paycheck	9	$

Table 1: Two-Earner/Two-Job Worksheet

Married Filing Jointly		All Others	
If wages from **LOWEST** paying job are—	Enter on line 2 above	If wages from **LOWEST** paying job are—	Enter on line 2 above
0 - $4,000	0	0 - $6,000	0
4,001 - 8,000	1	6,001 - 10,000	1
8,001 - 13,000	2	10,001 - 14,000	2
13,001 - 18,000	3	14,001 - 18,000	3
18,001 - 22,000	4	18,001 - 22,000	4
22,001 - 26,000	5	22,001 - 45,000	5
26,001 - 30,000	6	45,001 and over	6
30,001 - 35,000	7		
35,001 - 40,000	8		
40,001 - 60,000	9		
60,001 - 80,000	10		
80,001 and over	11		

Table 2: Two-Earner/Two-Job Worksheet

Married Filing Jointly		All Others	
If wages from **HIGHEST** paying job are—	Enter on line 7 above	If wages from **HIGHEST** paying job are—	Enter on line 7 above
0 - $50,000	$340	0 - $27,000	$340
50,001 - 100,000	640	27,001 - 58,000	640
100,001 and over	710	58,001 and over	710

Privacy Act and Paperwork Reduction Act Notice.—We ask for the information on this form to carry out the Internal Revenue laws of the United States. The Internal Revenue Code requires this information under sections 3402(f)(2)(A) and 6109 and their regulations. Failure to provide a completed form will result in your being treated as a single person who claims no withholding allowances. Routine uses of this information include giving it to the Department of Justice for civil and criminal litigation and to cities, states, and the District of Columbia for use in administering their tax laws.

The time needed to complete this form will vary depending on individual circumstances. The estimated average time is: **Recordkeeping** 46 min., **Learning about the law or the form** 10 min., **Preparing the form** 70 min. If you have comments concerning the accuracy of these time estimates or suggestions for making this form more simple, we would be happy to hear from you. You can write to both the **Internal Revenue Service,** Washington, DC 20224, Attention: IRS Reports Clearance Officer, T:FP; and the **Office of Management and Budget,** Paperwork Reduction Project (1545-0010), Washington, DC 20503. **DO NOT** send the tax form to either of these offices. Instead, give it to your employer.

★ U.S. Government Printing Office 1991 — 285-083

HOW TO OBTAIN A BIRTH CERTIFICATE

ABOUT BIRTH CERTIFICATES

1. A birth certificate must be obtained before any other ID process can be completed.

2. Also, a birth certificate must be shown to employers before a student can be hired.

3. A birth certificate is obtained from the state/county office in which the student was born.

4. The name and address of the appropriate county office can be obtained from the student's local County Records office.

5. The following information is needed in order to obtain a birth certificate:

   Mother's Maiden Name
   Father's Name
   Student's Full Name
   Student's Date of Birth
   Student's Place of Birth (city and state)

6. Fees may vary for each state/county, but the cost is minimal, ranging from $2.00 to $15.00.

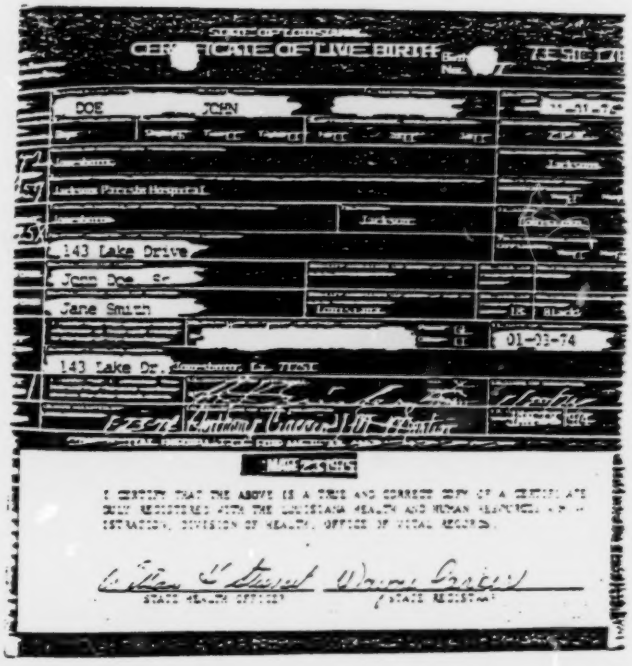
7. It is very important that a student have an original birth certificate and also a photocopy of the original.

8. The original will have an official, stamped seal from the state in which the student was born.

(From: How to Work and Live in the Real World)

9. The student is advised to have a photocopy reduced to wallet size and laminated so that the birth certificate can be in his/her possession at all times.

10. Remember, a birth certificate is needed for just about everything. If the student does not have a birth certificate in his/her possession, make plans to obtain one NOW.



CERTIFICATE OF LIVE BIRTH

DOE JOHN

Jackson Parish Hospital

Jackson

143 Lake Drive

John Doe Sr.

Jane Smith

01-01-74

143 Lake Dr. Jonesboro, La. 71251

I CERTIFY THAT THE ABOVE IS A TRUE AND CORRECT COPY OF A CERTIFICATE DULY REGISTERED WITH THE LOUISIANA HEALTH AND HUMAN RESOURCES ADMINISTRATION, DIVISION OF HEALTH, OFFICE OF VITAL RECORDS.

STATE HEALTH OFFICER (STATE REGISTRAR)

Kaiser
Foundation Hospital

Record of Birth

This Certifies

that JOHN DOE *was born to*

MARY AND JOHN DOE *in this Hospital*

at 2:01 p.m. Sunday *the* 7 *day of* April 11 *19* 74

In Witness Whereof the said Hospital has caused this Certificate to be signed by its duly authorized officers and its Official Seal to be hereunto affixed

Theodor Seuss Geisel, M.D.
Attending Physician

HOW TO APPLY FOR A SOCIAL SECURITY CARD

GETTING A SOCIAL SECURITY CARD

1. Everyone must have a Social Security number and card before they can work.

2. In order to obtain a Social Security number and card, the student must have a birth certificate as proof of birth registration and citizenship.

3. Application for a Social Security Card is obtained from the local Social Security office.

4. The address and phone number of the local Social Security office can be found in the government listings in the front of the telephone directory.

5. The student must go to the Social Security office in person and fill out the application.

6. There is no fee for a Social Security card.

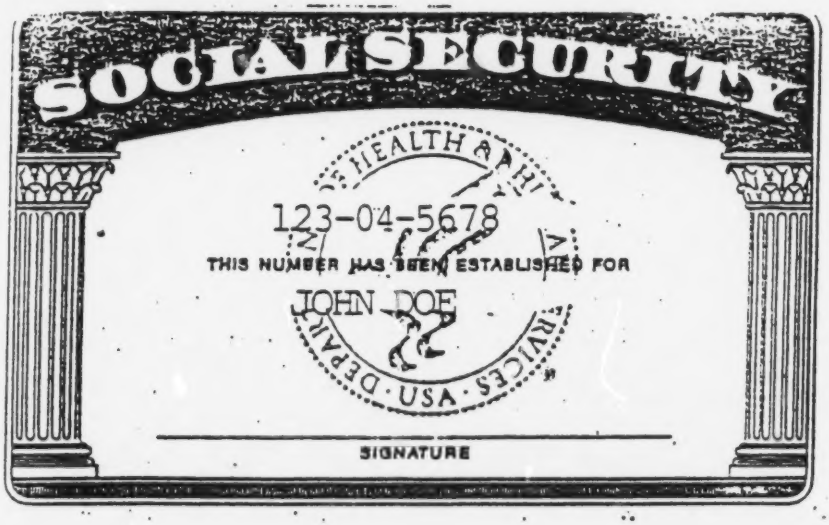
7. The student should receive his/her Social Security card within two weeks after the date of completing all necessary documentation.

8. The Social Security card will contain the student's individual Social Security number.

9. The student's Social Security number is required on many forms and documents such as work applications, school applications, agency applications, etc.

10. The student should keep the Social Security card containing the individual Social Security number in his/her possession at all times.

(From: How to Work and Live in the Real World)


SOCIAL SECURITY
DEPARTMENT OF HEALTH & HUMAN SERVICES
123-04-5678
THIS NUMBER HAS BEEN ESTABLISHED FOR
JOHN DOE
SIGNATURE

SOCIAL SECURITY ADMINISTRATION
Application for a Social Security Card

Form Approved
OMB No. 0960-0066

INSTRUCTIONS

- Please read "How To Complete This Form" on page 2.
- Print or type using black or blue ink. DO NOT USE PENCIL.
- After you complete this form, take or mail it along with the required documents to your nearest Social Security office.
- If you are completing this form for someone else, answer the questions as they apply to that person. Then, sign your name in question 16.

1 NAME (To Be Shown On Card) ▶ FIRST / FULL MIDDLE NAME / LAST

FULL NAME AT BIRTH IF OTHER THAN ABOVE — FIRST / FULL MIDDLE NAME / LAST

OTHER NAMES USED

2 MAILING ADDRESS (Do Not Abbreviate) ▶ STREET ADDRESS, APT. NO., PO BOX, RURAL ROUTE NO.

CITY / STATE / ZIP CODE

3 CITIZENSHIP (Check One)
☐ U.S. Citizen ☐ Legal Alien Allowed To Work ☐ Legal Alien Not Allowed To Work ☐ Foreign Student Allowed Restricted Employment ☐ Conditionally Legalized Alien Allowed To Work ☐ Other (See Instructions On Page 2)

4 SEX
☐ Male ☐ Female

5 RACE/ETHNIC DESCRIPTION (Check One Only—Voluntary)
☐ Asian, Asian-American Or Pacific Islander ☐ Hispanic ☐ Black (Not Hispanic) ☐ North American Indian Or Alaskan Native ☐ White (Not Hispanic)

6 DATE OF BIRTH MONTH DAY YEAR

7 PLACE OF BIRTH (Do Not Abbreviate) CITY / STATE OR FOREIGN COUNTRY / FCI ☐ Office Use Only

8 MOTHER'S MAIDEN NAME FIRST / FULL MIDDLE NAME / LAST NAME AT HER BIRTH

9 FATHER'S NAME FIRST / FULL MIDDLE NAME / LAST

10 Has the person in item 1 ever received a Social Security number before?
☐ Yes (If "yes", answer questions 11-13.) ☐ No (If "no", go on to question 14.) ☐ Don't Know (If "don't know", go on to question 14.)

11 Enter the Social Security number previously assigned to the person listed in item 1.
☐☐☐-☐☐-☐☐☐☐

12 Enter the name shown on the most recent Social Security card issued for the person listed in item 1.
FIRST / MIDDLE / LAST

13 Enter any different date of birth if used on an earlier application for a card. MONTH DAY YEAR

14 TODAY'S DATE ▶ MONTH DAY YEAR **15 DAYTIME PHONE NUMBER** ▶ ( ) AREA CODE

DELIBERATELY FURNISHING (OR CAUSING TO BE FURNISHED) FALSE INFORMATION ON THIS APPLICATION IS A CRIME PUNISHABLE BY FINE OR IMPRISONMENT, OR BOTH.

16 YOUR SIGNATURE ▶

17 YOUR RELATIONSHIP TO THE PERSON IN ITEM 1 IS:
☐ Self ☐ Natural Or Adoptive Parent ☐ Legal Guardian ☐ Other (Specify)

DO NOT WRITE BELOW THIS LINE (FOR SSA USE ONLY)

NPN		DOC	NTI	CAN			ITV
PBC	EVI	EVA	EVC	PRA	NWR	DNR	UNIT

EVIDENCE SUBMITTED

SIGNATURE AND TITLE OF EMPLOYEE(S) REVIEWING EVIDENCE AND/OR CONDUCTING INTERVIEW

DATE

DCL DATE

Form SS-5 (9/89) 5/88 edition may be used until supply is exhausted

IF YOU ARE A UNITED STATES CITIZEN BORN OUTSIDE THE U.S.

If you are a United States citizen who was born outside the U.S., we need to see your consular report of birth (FS-240 or FS-545), if you have one. We also need to see one form of identification. See page 2 for examples of identity documents we will accept.

If you do not have your consular report of birth, we will need to see your foreign birth certificate and one of the following: a U.S. Citizen ID card, U.S. passport, Certificate of Citizenship, or a Certificate of Naturalization. Remember, you must show us the original documents.

IF YOU ARE NOT A U.S. CITIZEN

If you are not a U.S. citizen, you must show us your birth certificate or passport, and the documents given to you by the Immigration and Naturalization Service (INS). **We must see original documents, not photocopies.** Examples of INS documents are: your Alien Registration Receipt Card (Form I-151 or I-551) or Form I-94. Because these documents should not be mailed, you should apply in person.

Even though you may not be authorized to work in this country, we can issue you a Social Security card if you are here legally and need it for some other reason. Your card will be marked to show that you cannot work, and if you do, we will notify INS.

IF YOU NEED A CARD FOR A CHILD OR SOMEONE ELSE

If you apply for a card for a child or someone else, you need to show us that person's original or certified birth certificate and one more document showing the person's identity. For example, for a child we will accept a doctor or hospital bill, a school record or any similar document that shows the child's identity. For an adult, see page 2 for examples of identity documents we will accept.

Also, if you sign the form, we need to see some kind of identification for you. Please see the list on page 2 for examples of documents we will accept. Be sure to answer the questions on the application form as they apply to the person needing the card.

THE PAPERWORK/PRIVACY ACT AND YOUR APPLICATION

The Social Security Act (sections 205(c) and 702) allows us to collect the facts we ask for on this form. We use most of these facts to assign you a Social Security number or to issue you a card. You do not have to give us these facts, but without them we cannot issue you a Social Security number or a card. Without a number, you could lose Social Security benefits in the future and you might not be able to get a job.

We give out the facts on this form without your consent only in certain situations that are explained in the Federal Register. For example, we must give out this information if Federal law requires us to, if your Congressman or Senator needs the information to answer questions you ask them, or if the Justice Department needs it to investigate and prosecute violations of the Social Security Act.

We may also use the information you give us when we match records by computer. Matching programs compare our records with those of other Federal, State, or local government agencies. Many agencies may use matching progams to find or prove that a person qualifies for benefits paid by the Federal government. The law allows us to do this even if you do not agree to it. If you would like more facts about the Privacy Act, get in touch with any Social Security office.

We estimate that it will take you about 8 minutes to complete this form. This includes the time it will take to read the instructions, gather the necessary facts and fill out the form. If you have comments or suggestions on how long it takes to complete this form or on any other aspect of this form, write to the Social Security Administration, ATTN: Reports Clearance Officer, 1-A-21 Operations Bldg., Baltimore, MD 21235, and to the Office of Management and Budget, Paperwork Reduction Project (0960-0066), Washington, D.C. 20503. **Do not send completed forms or information concerning your claim to these offices.**

SOCIAL SECURITY ADMINISTRATION
Application for a Social Security Card

Inside is the form you need to apply for a Social Security card. You can also use this form to replace a lost card or to change your name on your card. This service is free. But before you go on to the form, please read through the rest of this page. We want to cover some facts you should know before you apply.

IF YOU HAVE NEVER HAD A SOCIAL SECURITY NUMBER

If you were born in the U.S. and have never had a Social Security number, you must complete this form and show us documents that show your age, citizenship, and who you are. Usually, all we need from you are:

- Your birth certificate; AND
- Some form of identity, such as a driver's license, school record, or medical record. See page 2 for more examples.

We prefer to see your birth certificate. However, we will accept a hospital record of your birth made before you were 5 years old, or a religious record of your age or birth made before you were 3 months old. **We must see original documents or certified copies. Uncertified photocopies are not acceptable.** You may apply at any age, but if you are 18 or older when you apply for your first Social Security card, **you must apply in person. Please see the special requirements on page 4 if you were born outside the U.S., if you are not a U.S. citizen or if you need a card for a child.**

IF YOU NEED TO REPLACE YOUR CARD

To replace your card, all we usually need is one type of identification and this completed form. See page 2 for examples of documents we will accept. If you were born outside the U.S., you must also submit proof of U.S. citizenship or lawful alien status. Examples of the documents we will accept are on page 4. **Remember, we must see original documents or certified copies.**

IF YOU NEED TO CHANGE YOUR NAME ON YOUR CARD

If you already have a number, but need to change your name on our records, we need this completed form and a document that identifies you by both your old and new names. Examples include a marriage certificate, a divorce decree or a court order that changes your name. Or, we will accept two documents—one with your old name and one with your new name. See page 2 for examples of documents we will accept. If you were born outside the U.S., you must also show proof of U.S. citizenship or lawful alien status. Examples of documents we will accept are on page 4.

HOW TO APPLY

First complete this form, using the instructions on page 2. Then take or mail it to the nearest Social Security office. Be sure to take or mail the originals or certified copies of your documents along with the form. We will return your documents right away.

IF YOU HAVE ANY QUESTIONS

If you have any questions about this form, or about the documents you need to show us, please contact any Social Security office. A telephone call will help you make sure you have everything you need to apply for your card.

Form SS-5 (9/89) 5/88 edition may be used until supply is exhausted

DOCUMENTS THAT SHOW YOUR IDENTITY

Here are some examples of identity documents that we will accept.

- Driver's license
- U.S. government or state employee ID card
- Your passport
- School ID card, record, or report card
- Marriage or divorce record
- Health insurance card
- Clinic, doctor, or hospital records
- Military records
- Court order for name change
- Adoption records
- Church membership or confirmation record (if not used as evidence of age)
- Insurance policy

We will NOT accept a birth certificate or hospital record as proof of your identity. We will accept other documents if they have enough information to identify you. **Remember, we must see original documents or copies certified by the county clerk or other official who keeps the record.**

HOW TO COMPLETE THE FORM

Most questions on the form are self-explanatory. The questions that need explanation are discussed below. The numbers match the numbered questions on the form. **If you are completing this form for someone else, please answer the questions as they apply to that person.** Then, sign your own name in question 16.

1. Your card will show your full first, middle, and last names **unless you show otherwise.** If you have ever used another name, show it on the third line. You can show more than one name on this line. Do not show a nickname unless you have used it for work or business.
2. Show the address where you want your card mailed. If you do not usually get mail at this address, please show an "in care of address", for example, c/o John Doe, 1 Elm Street, Anytown, U.S.A. 00000.
3. If you check "other" under Citizenship, please attach a statement that explains your situation and why you need a Social Security number.
5. You do not have to answer our question about race/ethnic background. We can issue you a Social Security card without this information. However, this information is important. We use it to study and report on how Social Security programs affect different people in our nation. Of course, we use it only for statistical reports and do not reveal the identities of individuals.
13. If the date of birth you show in item 6 is different from the date of birth you used on an earlier application, show the date of birth you used on the earlier application on this line.
16. If you cannot sign your name, sign with an "X" mark and have two people sign beneath your mark as witnesses.

HOW TO OBTAIN A CALIFORNIA ID CARD

GETTING A CALIFORNIA ID CARD

1. A state identification card is considered a valid ID if the student does not have a driver's license.
2. In California, a state identification card can be obtained from the local Department of Motor Vehicles (DMV) office.
3. The address and phone number of the local DMV is found in the government listings in the front of the telephone directory.
4. The student must go to the DMV in person to apply for a California ID card.
5. The student will be asked for a copy of his/her birth certificate or military identification as proof of name, age, and citizenship.
6. The student will be required to be fingerprinted for identification purposes.
7. The student's photograph will be taken and will appear on the ID card.
8. The student will be asked to pay a fee for the ID card, usually about $6.00.
9. After all of the above steps have been completed, the student will receive his/her ID card in the mail.
10. There may be a long wait to receive your card. Apply AS SOON AS POSSIBLE!
11. The student should keep the ID card in his/her possession at all times.

(From: How to Work and Live in the Real World)

CALIFORNIA

EXPIRES ON BIRTHDAY

IDENTIFICATION CARD

A1234567 EXPIRES:04-15-96

Jane Doe

1414 College Ave.

SAN DIEGO CA 92120

SEX:F HAIR:BLN EYES:BRN

HT:5-04 WT:110 DOB: 01-01-74

AGE 21 IN 1993

X _____

08-02-90 613 M4

DO NOT LAMINATE

CALIFORNIA

IDENTIFICATION CARD

A9445154

Jane Doe

1414 College Ave.

SAN DIEGO CA 92120

EXPIRES 07-19-97

SEX:F HAIR:BRN EYES:BRN

HT:5-00 WT:100 DOB: 01-01-74

AGE 21 IN 1995

07/19/71 613 B4/

DMV

A Public Service Agency

Application for Noncommercial Driver License, Identification Card or Name Change

NOTE: Print carefully. USE PEN ONLY. For information regarding current licensing requirements and fees, refer to the California Driver Handbook and Supplements. **ONCE THIS APPLICATION FORM AND FEE HAVE BEEN SUBMITTED, NO REFUNDS WILL BE MADE.**

FOR DMV USE ONLY	
DOC	VERIFIED BY
B/D	
NO.	

DRIVER LICENSE

SOCIAL SECURITY ACCOUNT NUMBER (Verification of your Social Security Number is now required before ANY ORIGINAL Driver License can be issued) ___ ___ ___ - ___ ___ - ___ ___ ___ ___

CHECK APPROPRIATE BOX:

- ☐ Original
- ☐ Renewal
- ☐ Duplicate
- ☐ Instruction Permit
- ☐ Name Change

CLASSES OF LICENSE REQUESTED:

- ☐ Class C (basic license)
- ☐ Class A (trailers or recreational trailers)
- ☐ Fifth-Wheel Endorsement
- ☐ Class M1 (motorcycle)
- ☐ Class M2 (motordriven cycles less than 150cc)

IDENTIFICATION CARD

CHECK APPROPRIATE BOX:

☐ Regular ☐ Senior Citizen (Age 62 or Older)

TRUE FULL NAME

FIRST

MIDDLE

LAST

(JR. SR. III)

ADDRESS INFORMATION

MAILING ADDRESS APT./SPACE NUMBER

CITY STATE ZIP CODE

RESIDENCE ADDRESS (IF DIFFERENT FROM ABOVE ADDRESS) APT./SPACE NUMBER

CITY STATE ZIP CODE

PERSONAL INFORMATION

SEX	COLOR HAIR	COLOR EYES	HEIGHT	WEIGHT
☐ M ☐ F				

DATE OF BIRTH: MONTH _____ DAY _____ YEAR _____

OTHER REQUIRED INFORMATION

ALL APPLICANTS MUST ANSWER THE FOLLOWING QUESTIONS

1. Will you be an organ donor? (A donor card and sticker will be mailed with driver license and identification card.) ..... ☐ Yes ☐ No
2. Have you ever applied for or been issued any of the following? ..... ☐ Yes ☐ No

   If yes, fill in the appropriate information below:

	STATE OR COUNTRY	NUMBER	EXPIRATION DATE
Driver License			
Instruction Permit			
Identification Card			

3. Have you ever applied under a different name within the last 7 years? ..... ☐ Yes ☐ No

   If yes, print other name(s): _____

DL 44 (REV. 11/91)

(CONTINUED ON REVERSE)

ADVISORY STATEMENT

The information required on this form pertains to eligibility for and issuance of a driver license. It is required under the authority of Division 6 of the California Vehicle Code. Failure to provide the information is cause for refusal to issue a driver license, or, in some cases, cancellation or withdrawal of the driving privilege.

Except as made confidential (medical information is confidential by law) or exempted under the Public Records Act, this information is a public record and is regularly used by law enforcement agencies and insurance companies. Access to address information is now restricted, and will be available to various authorized requesters for limited use. Individuals can obtain copies of their own information during regular office hours.

The Manager of the Consolidated Processing Area, 2570 - 24th Street, Sacramento, CA 95818 [Phone: (916) 657-8109], is responsible for maintaining this information.

THE ANSWERS TO QUESTIONS 4 AND 5 BELOW ARE FOR THE CONFIDENTIAL USE OF THE DM

DRIVER LICENSE APPLICANTS ONLY

4. Within the last three (3) years, have you experienced a lapse of consciousness or control or had any disease, disorder, or disability which affected your ability to exercise reasonable and ordinary control in operating a motor vehicle? ☐ Yes ☐
   If yes, briefly explain: _____
5. Are you addicted to narcotics and/or alcohol or a habitual user of any drug rendering you incapable of driving safely? ☐ Yes ☐ No
6. Have you ever had your driving privilege or a license canceled, refused, suspended or revoked? ☐ Yes ☐ No
   If yes, briefly explain: _____
7. Do you wear corrective contact lenses? ☐ Yes ☐ No

I agree to submit to a chemical test of my blood, breath, or urine for the purpose of determining the alcohol or drug content of my blood when testing is requested by a peace officer acting in accordance with Section 23157 of the Vehicle Code.

I (print your True Full Name) _____ hereby certify, under penalty of perjury, under the laws of the State of California, that:

- *the mailing address shown on this form is valid, existing, and an accurate mailing address. I consent to receive service of process at this mailing address pursuant to Sections 415.20(b), 415.30(a) and 416.90 of the Civil Procedure Code.*
- *the information entered on this document is true and correct.*

NOTE: **MAKING A FALSE STATEMENT ON THIS APPLICATION IS PUNISHABLE BY IMPRISONMENT, FINE OR BOTH AND COULD AFFECT YOUR DRIVING PRIVILEGE.**

STOP DO NOT SIGN UNTIL INSTRUCTED TO DO SO BY A DMV EMPLOYEE

DATE	SIGNATURE OF APPLICANT	DAYTIME TELEPHONE NUMBER
	X	( )

THIS SECTION IS FOR APPLICANTS UNDER 18 YEARS OF AGE

ACCEPTANCE OF LIABILITY

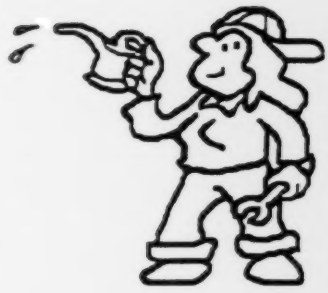
The signatory certifies under penalty of perjury that: 1) He/she is age 18 or over and is a resident of the State of California; 2) He/she has full custody of and consents to the issuance of an original or duplicate driver license to the applicant named herein; 3) He/she assumes the liability specified in Sections 17707 through 17710 of the Vehicle Code; and 4) All statements made on this form are true and correct.

SIGNATURES — If both parents/guardians have joint custody, both must sign. If only one person has custody, that person should write "I have sole custody" in the box below.

MOTHER'S/GUARDIAN'S SIGNATURE		DATE		DAYTIME TELEPHONE NUMBER
				( )
RESIDENCE ADDRESS	**APT./SPACE NUMBER**	**CITY**	**STATE**	**ZIP CODE**
FATHER'S/GUARDIAN'S SIGNATURE		**DATE**		**DAYTIME TELEPHONE NUMBER**
				( )
RESIDENCE ADDRESS	**APT./SPACE NUMBER**	**CITY**	**STATE**	**ZIP CODE**

DL 44 (REV. 11/91)

HOW TO OBTAIN A WORK PERMIT



GETTING A WORK PERMIT

1. Many students get paid jobs before they are 18 years old.
2. Every student under the age of 18 must have a work permit before they can start a new job.
3. Remember, you CAN NOT get a work permit until you actually get a job.
4. After the student is hired, they can obtain a work permit application from the school counselor or from his/her employer.
5. The employer completes Section 1 of the work permit (see picture).
6. The student's parent or guardian completes Section 2 of the work permit. This section requires the student's Social Security number (see picture).
7. The work permit should be returned to the school counselor after Section 1 and Section 2 have been completed.
8. The school will take care of everything else once the above steps have been taken.
9. Remember, it is against the law for an employer to hire a student to work without a work permit if he/she is under 18.
10. Getting a work permit is simple. Follow the above steps, or ask the school counselor, teacher, or employer for help.

(From: How to Work and Live in the Real World)

IPE-1 MITCHELL WEB PRESS - SAN DIEGO - (619) 758-6500 8-16M391-2

Request for Work Permit and Statement of Intent to Employ Minor

San Diego City Schools
Department of Work Permits
Career Development Services Unit

4100 Normal Street
San Diego, CA 92103
293-8259

NOT A WORK PERMIT

The employer will adhere to all Federal and State regulations regarding employment, child labor laws, minimum wages, non-discriminatory practices regarding sex, race, handicap, age, and other applicable regulations.

1. STATEMENT OF EMPLOYER – I intend to employ

PRINT MINOR'S NAME (LAST – FIRST)	HOME ADDRESS	CITY	ZIP CODE	TEL.

PRINT NAME OF BUSINESS	BUSINESS ADDRESS	CITY	ZIP CODE	BUS. TEL.

TYPE OF BUSINESS	MINOR'S JOB DUTIES	WAGES PER HOUR	AFTER 10 p.m.	DATE HIRED

EMPLOYMENT – SEE REVERSE SIDE RE HOURS

MAXIMUM HOURS OF EMPLOYMENT PER DAY	M	T	W	Th.	F	Sat.	Sun.

INTERSTATE COMMERCE – FLSA YES ☐ NO ☐

SEE REVERSE SIDE RE Wages

TOTAL HOURS PER WEEK _____ Does student work after 10 P.M. before a school day? ☐ YES ☐ NO

Employer's Workers' Compensation Carrier

SIGNATURE OF EMPLOYER
X

2. STATEMENT OF PARENT OR GUARDIAN REGARDING MINOR

SCHOOL OF ATTENDANCE	SEX	Social Security Number	GRADE	AGE	Date of Birth	Birthplace (State)

SIGNATURE AND RELATIONSHIP (MOTHER, FATHER, OR GUARDIAN)
X

DATE

3. STATEMENT BY SCHOOL OFFICIAL

TYPE OF STUDENT:

- Regular ☐
- Work Exp. Ed., CVE ☐
- Cont. Ed. ☐
- Vacation Employee ☐
- Exempted Student ☐
  - DC Initials _____
- Graduate/Prof. Exam. ☐

SIGNATURE OF APPROVED SCHOOL OFFICIAL
X

REMARKS:

PROOF OF AGE
Birth Cert. _____
Driver Lic. _____
Sch. Record _____
Other (Specify) _____

DATE

This is to certify that the above information agrees with the records of this school.

See Reverse Side for Pertinent State and Federal Regulations

Note: No carbon required.

WHITE – Career Dev.
CANARY – Career Dev.
PINK – Employer
GOLDENROD – School

Senior/Disabled I.D. Application Form

1. Fill out form below- please print.
2. When the number on your form is called, please come to the counter.
3. Have your I.D. (proof of age or disability) ready.
4. Have $2.50 ready to pay for your Senior/Disabled I.D. Card.
5. After your photograph has been taken, we'll call you by name.

Please Print Everything

Name: _____
First Middle Initial Last

Address: _____
Number Street

_____
City State Zip Code

Date of Birth: _____
Month Day Year

Social Security Number: _____

The cost of the monthly passes is $11.00. No refunds.

UNIT 1 PREPARING TO LOOK FOR A JOB
Lesson 3 Key Parts of a Resume

OBJECTIVES

1. State the purpose of a resume.
2. Describe the key parts of a job resume.
3. Identify past paid and unpaid work experience.

INTRODUCTION

"Before starting a job search, it is a good idea to prepare a resume. A resume is a typed sheet (usually one-page) that presents information about yourself and lists your qualifications for a job. The resume can be mailed to the employer or attached to a completed application."

ACTIVITIES

Explain the purpose of a resume. (A resume enables you to present yourself to employers in a positive manner. A resume lists more information about you than would be possible on an application. A resume shows an employer that the you are organized and really want a job.)

On the chalkboard list key parts of a resume. Explain the key parts of a resume.

- Personal Information
- Education
- Work Experience
- Activities
- References

Distribute and review SAMPLE RESUME, describing each of the key parts below:

1) **Personal Information** includes the person's full name, address, telephone number, and social security number
2) **Education** includes the last school attended or one currently attending, degree earned, dates attended, and any special coursework completed
3) **Work Experience** includes all full- and part-time jobs, for example babysitting, gardening, housesitting, as well as any unpaid work experience such as volunteer work or work done at home.
4) **Activities** should include any extracurricular high school sports, clubs, church groups, community groups, hobbies, awards, and other miscellaneous activities in which the person is involved
5) **References** should include the full name, address, and phone number of at least two individuals who are willing to talk to a prospective employer about your work attitude, performance, and character. People used as personal references should be adults who are not relatives. Stress the importance of asking the person for permission to list them as a reference before including them on a resume or job application. (Note: References will be addressed further in Lesson 4.)

Ask each student to take out a sheet of paper and list any paid or unpaid work experience they have. Point out that one's experience, even if unpaid, can help them to get a job. Guide students in completing handout, WORK EXPERIENCE INVENTORY.

CLOSURE

Guide students in summarizing their inventory by completing handout, REVIEW YOUR WORK EXPERIENCE. This handout should be stored in students' JOB FOLDER. They will use it to help prepare their resume.

MATERIALS NEEDED

1. Handout: SAMPLE RESUME
2. Handout: WORK EXPERIENCE INVENTORY (from *Janus Job Planner, 2nd Edition,* Janus Book Publishers, 1987)
3. Handout: REVIEW YOUR WORK EXPERIENCE (from *Janus Job Planner, 2nd Edition,* Janus Book Publishers, 1987)

Sample Resume

IMOGENE M. STUDENT
1234 College Avenue
San Diego, California 92120
(619) 555-1234
SSN: 123-45-6789

EDUCATION

Morse High School, San Diego, California
High School Diploma
September 1989 through June 1993

WORK EXPERIENCE

CASHIER
McDonald's Restaurant, 1442 Euclid Ave., San Diego CA
Supervisor: Mr. Michael McBoss
Duties: Responsible for counter cash transactions, customer service, completing customer food orders, and back-up for general clean-up.
Employed 6/91 - present

PARK OPERATIONS WORKER
Sea World, 1441 Sea World Drive, San Diego CA
Supervisor: Mr. I.M. Crab
Duties: Responsible for picking up trash in park, informing visitors of park regulations and rules, and assisting park visitors with directions.
Employed 6/90 - 6/91

ACTIVITIES

Karate
Going to movies
Reading
Church Youth Group

REFERENCES

Mr. I.L. "Ike" Yu
623 Alvarado Road
San Diego CA 92120
(619) 555-2721

Mr. Rick Miller
1412 31st Street
San Diego CA 92102
(619) 555-7389

UNIT 1 PREPARING TO LOOK FOR A JOB
Lesson 4 References

OBJECTIVES

1. Obtain complete and accurate information for three persons to be used as references.

INTRODUCTION

"An employer who is considering hiring you will first want to talk to someone who knows you and can say something positive about the kind of worker you will be. This person is called a reference. You will need two to three references to list on your resume and on job applications."

ACTIVITIES

Present four rules about references.
References listed on a job application or on your resume should be:

1. people who know you and can say something positive about the kind of worker you will be.
2. adults who are not your relatives.
3. people for whom you have complete and accurate name, address, and telephone number. If the employer cannot get in touch with the person using the address and phone number you give, you are less likely to get hired.
4. people who have given you their permission to use their name as a reference. You should ask permission before listing their name.

Have students complete handout, REFERENCES WORKSHEET.

CLOSURE

Encourage students to contact three people they listed on the worksheet and ask permission to use them as a reference. If the person agrees, the student should obtain the correct spelling of their name, as well as address and telephone number where they would like to be contacted by employers. Students will use this information in preparing their resume.

MATERIALS NEEDED

1. Handout: REFERENCES WORKSHEET

REFERENCES WORKSHEET

Many employers will not hire a person if they cannot obtain good references. It is important to have complete and accurate information on your references so the employer can reach them. Look at the examples below of complete references.

References listed on a job application or on your resume should be:

1. people who know you and can say something positive about the kind of worker you will be.
2. adults who are not your relatives.
3. people for whom you have complete and accurate name, address, and telephone number. If the employer cannot get in touch with the person using the address and phone number you give, you are less likely to get hired.
4. people who have given you their permission to use their name as a reference. You should ask permission before listing their name.

(Former Employer)
David Sacco, Manager
McDonald's
1200 Park Blvd.
San Diego CA 92112
(619) 424-1933

(Former Teacher)
Mrs. Harmon
Morse High School
6905 Skyline Drive
San Diego CA 92114
(619) 264-2703

List your own references here.

1. _____
_____
_____
_____
_____
_____

2. _____
_____
_____
_____
_____
_____

3. _____
_____
_____
_____
_____

UNIT 1 PREPARING TO LOOK FOR A JOB
Lesson 5 Preparing a Job Resume

OBJECTIVE
1. Prepare a personal job resume.

INTRODUCTION
"You have learned the key parts of a resume, listed your work experience, and identified references to use on your resume Today you will prepare your own job resume."

ACTIVITIES
Have students refer again to handout, SAMPLE RESUME (UNIT 1, Lesson 3).

Distribute and explain handout, TIPS FOR WRITING A RESUME.

Guide students in preparing a first draft of their resume by using the handout, RESUME WORKSHEET.

Tell students that they can use their resumes to refer to when completing job applications because all the important information will be readily available on their resume. Copies of the final resume will be kept in students' JOB FOLDER where students can easily refer to them when applying or interviewing for a job.

CLOSURE
Review students' resume worksheets, assist in revisions, and have students prepare final copy of resumes. This may take several class sessions to complete. Arrange access to typewriters or computers so students (with assistance) can prepare a typed resume.

SUGGESTED FOLLOW-UP
On a regular basis, have students review the copy of their resume located in their JOB FOLDERS and update the resume as needed. Students should know that they need to update the resume whenever any of the information changes. Inform students that there are professional agencies that will prepare a resume for a fee.

MATERIALS NEEDED
1. Handout: TIPS FOR WRITING A RESUME
2. Handout: RESUME WORKSHEET

TIPS FOR WRITING A RESUME

To make the best impression on an employer, be sure your resume:

Is typed.

Is printed on good quality paper. (Paper in the following colors is best because it looks professional: white, beige, light gray.)

Is free of spellings errors. (This is very important!)

Is one page long.

Does not include your age, sex, height, weight, or marital status. (These are not needed on a resume.)

Includes complete and accurate information for your each of your personal references. (Remember to first ask permission before listing someone as a reference.)

Is up-to-date. (Does your resume include your current address and telephone number? Your most recent job? Schooling? Activities?)

Is free from smudges, wrinkles, and peanut butter stains.

RESUME - WORKSHEET

(Refer back to sample resume before completing worksheet)

_____
YOUR FULL NAME

_____
Street Address

_____
City, State, Zip Code

_____
Your Phone Number (Include Area Code)

_____
Your Social Security Number

EDUCATION

School attended _____

Degree earned _____

Dates attended _____

WORK EXPERIENCE

Your position _____

Company name _____

Company address _____

Supervisor name _____

Your job duties _____

Dates employed _____

ACTIVITIES _____

Hobbies, Awards, and Other Misc. Items _____

REFERENCES _____

Name _____

Address _____

Phone Number _____

_____

Name _____

Address _____

Phone number _____

UNIT 1 PREPARING TO LOOK FOR A JOB
Lesson 6 Learning about Job Applications

OBJECTIVES

1. Complete a job application neatly, accurately, completely, and in black ink.
2. Define key terms found on a job application.

INTRODUCTION

"Almost all employers ask a job applicant to fill out a job application. A job application is a form that asks for basic information about you. Different companies use different forms, but all job applications ask for similar information. In order to make a good impression on an employer and increase your chances of being hired, your application should be neat, complete, accurate, and in black ink."

ACTIVITIES

Review the four rules of filling out applications (taught in Unit 1, Lesson 1). Point out that these rules are especially important when preparing a job application. You want to make the best possible impression on the employer!

1) **Neat** - Applications should always be printed in students best writing or typed
2) **Accurate** - All information should be correct
3) **Complete** - All spaces on the application should be filled out, if an item is not applicable then N/A should be entered
4) **In black ink** - Black ink should always be used because it is easy to read and copies better than pencil or other colors

Provide a written example of each rule by showing students completed job applications that follow the four rules.

While students look at a sample completed application, teach the key parts that are found on most job applications.

Personal information: Full name, address, telephone number, and social security number.
Education: Schools attended (if you are in school list your present school) and degree earned (usually a "general" degree is earned for grades K-12).
Work Experience: All full-time and part-time jobs, as well as volunteer work (this includes babysitting, gardening, and housesitting).
References: People you know and who can say something positive about the kind of worker you might be. (Use the same references listed on your resume.)

Before class, prepare or collect three completed job applications that **DO NOT** follow one or more of the four rules. Show students these three non-examples of the rules and ask:

a). Is this application completed correctly?
b). If not, what rule(s) is not followed?

Have ten examples of completed applications and number them 1-10. The majority of applications should include a variety of errors on them. Have students take out a piece of paper and number it 1-10. Students will critique each application by listing the errors they discover.

CLOSURE

Distribute APPLICATION FORM. Ask students to read the application carefully and circle all the errors they can find. When completed, review as a class.

MATERIALS NEEDED

1. Job applications (10) prepared or collected before class. You will need seven which can be used as a positive example of the four rules for filling out applications and three applications which do not follow one or more of the four rules.
2. Handout: APPLICATION FORM WORKSHEET

APPLICATION FORM WORKSHEET

DIRECTIONS: Read this application carefully. Circle all of the mistakes.

APPLICATION FORM

Joe's Steak House — 815 Garden Street — Jonesville 67890

PLEASE TYPE OR PRINT CLEARLY

Carol (Last Name) Lynn (First) Smith (Middle) 511-41-3614 (Social Security Number)

501 Elm, (Address) Peabody, (City) Kansas (State) (Zip) 652-1115 (Area Code) Home Phone

In case of an emergency, whom should be called? Charles Smith (Name) (Telephone Number)

Do you have a physical handicap or limitation? If so, please explain. ☑ Yes ☐ No

What job or jobs are you applying for? anything

What special skills do you have?

Education: Circle Highest Grade Completed. 1 2 3 4 5 6 7 8 9 10 11 (12) 13 14 15 16 17 +

List schools you have attended:

Grade School (last attended)

Name of School	Address	Dates You Attended	
Peabody High School	Peabody, Ks.	Sept. 87 - Present	

Junior High School (last attended)

Name of School	Address	Dates You Attended	Did You Graduate?
Peabody Jr. High School	Peabody, Ks.	Sept. 84 - May 87	Yes

High School (last attended)

Name of School	Address	Dates You Attended	Did you Graduate?
Dover Elem. School	Newton, Ks.	Sept. 76 - May 83	Yes

Colleges or Trade Schools Attended

Name of School	Address	Dates You Attended	Did you Graduate?

Employment History (list most recent job first):

Employer	Address	Date of Employment	Salary or Wage
Tower Theater	Peabody, Ks.	May, 82 - May 86	3.35 hr
Hamburger Inn	Peabody Ks.	May, 81 - May 87	3.60 hr

References (not related to you):

Name	Address	Telephone
John Baker	811 Andrews, Peabody, Ks.	652-1401
Anita Larson	401 Oak, Peabody, Ks.	652-1992
Lynn Anderson	614 Elm, Peabody, Ks.	

Signed Carol Lynn Smith

UNIT 1 PREPARING FOR A JOB
Lesson 7 Completing a Job Application

OBJECTIVE
1. Complete an application neatly, accurately, completely, and in black ink.

INTRODUCTION
"Today we will practice completing job applications. You will need to take your resumes out of your JOB FOLDER to find the information for today's lesson.".

ACTIVITIES
Share tips for making the job of completing job applications easier.

- When filling out an application whether in practice or at a job site have your JOB FOLDER (which includes a copy of your resume) and a black pen handy.
- Ask the employer for an extra copy of the application just in case you make a mistake when filling it out. You always want your application to look neat, therefore, it is better to fill out a new application instead of using white-out.
- When filling out an application it is best to ask the employer if it is possible to return the application the next day. This will enable you to take your time, use a dictionary if needed, and type the application, if possible.

If necessary, review the four rules for completing applications. (Write on chalkboard or ask students to list.)

Review components of an application by listing on the chalkboard and asking students to describe each (Personal Information, Education, Employment History/Work Experience, References).

Have students complete as many job applications as possible. (Note: This process should be spread out over several days and be continued as long as needed.)

CLOSURE
Have students go to a place of business, ask for a job application, fill it out completely, and bring it back to class for teacher to check.

MATERIALS NEEDED
1. A variety of application forms provided by teacher. Be sure there are extras in case students make mistakes.

UNIT OVERVIEW

UNIT 2: WHAT KIND OF WORK WOULD I LIKE?

LESSON 1	WHY SHOULD I WORK? State four reasons why people work. Think about how specific jobs might meet one's needs.
LESSON 2	FINDING OUT ABOUT DIFFERENT KINDS OF WORK Classify jobs into occupational categories. Locate sources of occupational and training information. Identify student interests within occupational categories.
LESSON 3	WHAT AM I INTERESTED IN? Identify work interests.
LESSON 4	WHAT CONDITIONS WOULD I LIKE TO WORK IN? Identify one's preferred working conditions.

UNIT 2 WHAT KIND OF WORK WOULD I LIKE?
Lesson 1 Why Should I Work?

OBJECTIVES

1. State four reasons why people work.
2. Think about how specific jobs might meet one's needs.

INTRODUCTION

"There are many reasons why people work. Today we are going to learn four of the most common reasons why people work. We will use those reasons to think about the particular job areas in which we might like to work."

ACTIVITIES

Distribute the handout, WHY PEOPLE WORK. Have students read aloud the four reasons why people work. Teacher may choose to also write these on the chalkboard. (Note: Students do not complete the handout until later in the lesson.)

Using a specific job as an example (e.g., an employee who stocks toys at Toys-R-Us) tell students how that person might apply these reasons to his own job situation.

Reason #1 People work to earn money.
He will be working for money and earning minimum wage. He will be saving this money to help him pay for college.

Reason #2 People work to be with other people.
He will be with other people because there are other employees that he cooperates with and visits with on breaks. There are customers to greet and give service.

Reason #3 People work to increase their self-esteem.
He will increase his self esteem by doing his job well and learning new skills.

Reason #4 People work to feel useful.
He might feel useful when he is able to help a customer find a particular product they are looking for in the store.

Have students complete the handout in class. When finished, have students get in pairs and discuss their responses. (Discussion should take about 5 minutes.)

CLOSURE

Have students refer back to handout, PART-TIME JOBS I MIGHT LIKE, completed in Unit 1, Lesson 1.

Distribute the handout, WHY I MIGHT CHOOSE THIS JOB. Ask students to fill in the handout using the following method:

1. Look at the job areas he or she had checked on the handout, PART-TIME JOBS I MIGHT LIKE, and choose one of the job areas.
2. Think about what it might be like to have this kind of job. Complete the sentence about how each of the four reasons for working might apply to that specific job. Students should follow the same procedure as the teacher modeled earlier in the lesson.

Briefly review students' responses and have them repeat this exercise with one or two additional job areas from their checklist.

MATERIALS NEEDED

1. Handout: WHY PEOPLE WORK (Adapted from *Entering the World of Work Activity Book*, McKnight Publishing Company, 1983)
2. Handout: PART-TIME JOBS I MIGHT LIKE
3. Handout: WHY I MIGHT CHOOSE THIS JOB

WHY PEOPLE WORK

The purpose of this activity is to help you think about your own reasons for working. Below are some reasons why most people work. Think about the reasons.

1. **People work for money.**
2. **People work to be with other people.**
3. **People work for self-esteem.**
4. **People work to feel useful.**

Complete the sentences by writing how each reason might apply to you.

When I work, I will earn money for _____

_____

_____

I like to be with other people because _____

_____

_____

Working will help me feel good about myself because _____

_____

_____

When I work I want to be useful in these ways: _____

_____

_____

Can you think of other reasons why you would like to work? Write them here.

_____

_____

_____

PART-TIME JOBS I MIGHT LIKE

DIRECTIONS: Where do you think you might like to work?

1. Place a checkmark next to the places that interest you.
2. Draw a circle around the specific company or place where you might like to work.
3. At the bottom of the page, write down the name of other companies or places where you might like to work.

_____ STORE
(clothing store, sporting goods store, hardware store, grocery store, department store, record store, electronics/appliances store)

_____ FAST FOOD RESTAURANTS
(McDonald's, Jack-in-the-Box, Taco Bell, Burger King)

_____ AMUSEMENT PARK OR ENTERTAINMENT CENTER
(Sea World, San Diego Zoo, Seaport Village)

_____ OUTDOOR JOB
(landscaping, car wash)

_____ CUSTODIAL JOB
(cleaning at a school, hospital, or business)

_____ FOOD SERVICE
(working in the cafeteria of a college, hospital, or business)

_____ CHILD CARE
(working with babies and young children in a day care center or preschool)

_____ NURSING HOME CARE
(helping care for older people)

_____ OFFICE JOB
(doing filing or clerical work in an office)

_____ LIBRARY JOB
(working in a public or school library doing various duties)

_____ OTHER PLACES YOU MIGHT LIKE TO WORK

WHY I MIGHT CHOOSE THIS JOB

_____

I might choose to work at _____. Here are four reasons why I might like to work there:

1. If I worked here I would earn about this much money each hour that I work.

   $_____

2. If I worked here I would be with other people. Here are some examples of how I would be with other people.

   _____

   _____.

3. I might feel good about myself when I am doing this job because _____

   _____

   _____.

4. I might feel useful doing this job because_____

   _____

   _____.

5. Other reasons I might like to work here are _____

   _____

   _____.

UNIT 2 WHAT KIND OF WORK WOULD I LIKE?
Lesson 2 Finding Out About Different Kinds of Work

OBJECTIVES

1. Classify jobs into occupational categories.
2. Locate sources of occupational and training information.
3. Identify student interests within occupational categories.

INTRODUCTION

"Yesterday we talked about why you might want to work. Today we are going to learn about eight different types of work. We are dividing jobs into eight categories to make it easier for you to identify what types of work interest you. Pay close attention to the categories. I am sure you will be able to name examples of jobs from each one."

ACTIVITIES

List the following eight categories of jobs on the chalkboard or overhead with space underneath each to list specific jobs.

Clerical	Driving and Operating
Sales	Mechanical and Repairing
Service	Caring and Helping
Physical Work	Creative

Distribute handout, EIGHT KINDS OF WORK. Have students read the handout aloud as a class. Stop after reading each section description and ask students to name specific examples of jobs that would fit into that category. List these under the appropriate category on the chalkboard or overhead. Add your own examples to the students' responses.

If a person is interested in a certain type of work, they will want to gather information about the job or work. List for the students the following information and explain why it is important to know the answers to these questions. The person will need to know several things, for example:

1. What are the job duties?
2. How much does it pay?
3. What skills are required?
4. What education is needed?
5. What is the working environment?
6. Are there many job openings?

Ask students to contribute other questions they would need to answer in order to make an informed decision about a job.

Ask students, **"How can someone find out more about a specific kind of job?"**

Distribute handout, GETTING INFORMATION ABOUT JOBS, and discuss how students can access sources of information about specific jobs.

CLOSURE

Ask students to look at the handout from Unit 1 Lesson 1, PART-TIME JOBS I MIGHT LIKE. Ask them to categorize the jobs they checked on the handout into one of the eight areas of interest that they discussed today in class. Add their job interests to the categories on the chalkboard or overhead.

SUGGESTED FOLLOW-UP

Students interview an adult (parent, relative, school employee, or friend) about their job. What is their job? What are their job duties? What are their favorite and least favorite parts of the job? Into which category of work does this person's job fit. Share the results of their interviews during class.

Arrange to have students visit the career center at your school. Ask the career counselor to introduce him or herself and give an overview of the resources and services available through the career center.

MATERIALS NEEDED

1. Handout: EIGHT KINDS OF WORK (from *Janus Job Planner, 2nd Edition*, Janus Book Publishers, 1987)
2. Handout: GETTING INFORMATION ABOUT JOBS (from *Janus Job Planner, 2nd Edition*, Janus Book Publishers, 1987)

UNIT 2 WHAT KIND OF WORK WOULD I LIKE?
Lesson 3 What Am I Interested In?

OBJECTIVE

1. Identify work interests.

INTRODUCTION

"It is important to consider your interests when looking for a job. You will be more satisfied with a job that interests you rather than a job you find boring. Today we will complete an inventory to help you identify types of work you might enjoy."

ACTIVITIES

Distribute handout, WORK INTEREST INVENTORY. Read to students instructions for completing the inventory and guide students throughout this activity.

Distribute handout, SCORE YOUR WORK INTEREST INVENTORY, and assist students in scoring their inventories.

Distribute handout, GRAPH YOUR WORK INTERESTS. (For this demonstration , it would be advantageous to use an overhead projector.) Demonstrate graphing out scores using one student's results. Assist students in graphing their own results.

CLOSURE

Each student will list the following items on a separate sheet of paper:

1. name the three categories with the longest bars on your graph;
2. identify at least two jobs that you think would fall into each of those three categories.

MATERIALS NEEDED

1. Handout: WORK INTEREST INVENTORY (from *Janus Job Planner, 2nd Edition*, Janus Book Publishers, 1987)
2. Handout: SCORE YOUR WORK INTEREST INVENTORY (from *Janus Job Planner, 2nd Edition*, Janus Book Publishers, 1987)
3. Handout: GRAPH YOUR WORK INTERESTS (from *Janus Job Planner, 2nd Edition*, Janus Book Publishers, 1987)

UNIT 2 WHAT KIND OF WORK WOULD I LIKE?
Lesson 4 What Conditions Would I Like to Work In?

OBJECTIVE

1. Identify one's preferred working conditions.

INTRODUCTION

"Different jobs have different working conditions. Working conditions refer to the environment and atmosphere in which the job is performed. Who can tell me what an example of a 'working condition' might be? (possible responses; by myself/with others, busy pace/slow pace, morning/night hours, indoor/outdoor, noisy/quiet) **You may find that you prefer a job that has certain working conditions. This is an important aspect to keep in mind when you're choosing a job. Today you will be thinking about the working conditions you would prefer."**

ACTIVITIES

Show two or three magazine clippings of workers in different work conditions. Ask students, **"What are the working conditions of the first job? (noise level, pace of work, time spent sitting versus standing or moving around) What are the working conditions of the second job? What are the working conditions of the third job? How are the conditions different? Which of these jobs would you prefer? Why?"**

Distribute handouts, WORKING CONDITIONS and WORKING CONDITIONS INVENTORY. Assist students in summarizing the results of the inventory by completing the checklist at the end of the inventory.

Have students refer to their INTEREST INVENTORY, completed in Lesson 3, and have them list 2-3 jobs that have their preferred working conditions.

CLOSURE

Distribute and discuss exercises 1-4 on the handout, WOULD YOU WANT TO WORK HERE?

MATERIALS NEEDED

1. Three magazine clippings depicting jobs with different working conditions.
2. Handout: WORKING CONDITIONS (from *Janus Job Planner, 2nd Edition*, Janus Book Publishers, 1987)
3. Handout: WORKING CONDITIONS INVENTORY (from *Janus Job Planner, 2nd Edition*, Janus Book Publishers, 1987)
4. Handout: WOULD YOU WANT TO WORK HERE? (from *Janus Job Planner, 2nd Edition*, Janus Book Publishers, 1987)

UNIT OVERVIEW

UNIT 3: FINDING OUT ABOUT JOB OPENINGS

LESSON 1	JOB LEADS Identify various sources of job leads and describe ways to use each source.
LESSON 2	ORGANIZING JOB LEAD INFORMATION Create a job lead card.
LESSON 3	LOCATING AND USING CLASSIFIED WANT ADS Use the newspaper index to locate classified employment section. Know the meaning of common newspaper want ad abbreviations.
LESSON 4	READING CLASSIFIED WANT ADS Translate common abbreviations used in newspaper employment ads. Extract specific job search information from actual newspaper employment ads.
LESSON 5	USING THE YELLOW PAGES AS A RESOURCE Know how the telephone yellow pages are organized. Use the yellow pages as a resource for job information and community services.
LESSON 6	USING THE WHITE PAGES AS A RESOURCE Know how the telephone white pages are organized. Use the white pages as a resource guide for community services, job information, and government information.

UNIT 3 FINDING OUT ABOUT JOB OPENINGS
Lesson 1 Job Leads

OBJECTIVE

1. Identify various sources of job leads and describe ways to use each source.

INTRODUCTION

"I'm about to tell you a very important term you'll need to know when looking for a job. The term is 'job lead.' A 'job lead' is information about a job opening. A person looking for a job tries to get as many job leads as possible."

ACTIVITIES

Check students' understanding by asking what a job lead is. Ask students why it would be important to gather as many job leads as possible. *(You don't get hired for every job for which you apply, so it is important to apply for several jobs.)*

Discuss sources of job leads. Point out to students the many different ways there are to get information about jobs. Teacher may choose to have students discuss possible advantages and disadvantages of each source in regard to availability, cost, convenience, and effectiveness.

SOURCES OF JOB LEAD INFORMATION

1. Friends, family, and acquaintances
2. Newspaper ads
3. Signs posted in stores
4. Career counselor at school
5. Employment agencies
6. Company personnel office
7. Telephone books

FRIENDS, FAMILY, AND ACQUAINTANCES

- Point out that a very common way for people to find out about job openings is through friends, family, or acquaintances.
- If a person tells other people that he or she is looking for a job, often someone he/she knows will inform them about a job opening.
- When information is passed from person to person this way, it is called "word of mouth."
- If you are looking for work, let others know! They may want to help you find a good job and help the employer find a good worker.

NEWSPAPER ADS

- Newspapers ads are a source of information on job openings, but only a small fraction (Some sources estimate 2%) of job openings are ever listed in the newspaper. A job-seeker should not rely solely on the newspaper for job leads.

- Sunday is a good day to check the newspaper for job leads because it is the most popular day for employer to place employment ads.

- Let students know that later in the course they will learn how to use the newspaper to gather job leads.

SIGNS POSTED IN STORES

- Ask students how many of them have seen signs for job openings inside a store or in a store window.

- Signs are an inexpensive way for the employer to advertise a job opening and will often attract people who use the business to apply for work there.

CAREER COUNSELOR AT SCHOOL

- Students should know:
  1. where the career center is located in your school
  2. what the role of the career counselor is
  3. who the career counselor at your school

- If possible, arrange for an orientation to the career center so students can meet the career counselor in person.

EMPLOYMENT AGENCIES

Definition: Employment agencies are businesses that match people with jobs.

Explanation: The agency might be hired by a person looking for a job, or by an employer who is looking for a person to hire.

- An employment agency has lists of job openings and lists of people who need jobs (and what their skills are). They look through each list and find out which person is best suited to which job opening.

  The agency will then send the person on a job interview with the company with which he/she was matched.

- There are two types of employment agencies, public and private.

  1. Public employment agencies are run by the government and are paid from tax payers' monies. They do not charge any fee to help people find employment . An example would be the California State Employment Development Department.

2. Private employment agencies are run by business owners and are paid for by the individuals or companies who use their services. Private agencies charge a fee. Usually, but not always, this fee is taken out of a person's first few paychecks if the person is hired by a company the agency sent them to.

COMPANY PERSONNEL OFFICES

Definition: A "personnel office" is the department where information about each job and each employee is kept.

Explanation: The people who work in the personnel office keep track of important information about the company's current employees. They are also involved in hiring and firing employees.

- A job-seeker can contact the personnel office to find out if the company is hiring and what types of jobs are available.

- Small businesses may not have a personnel office. The person responsible for hiring new employees is usually the manager or owner. The job-seeker should ask the manager or owner if the company is hiring.

TELEPHONE BOOKS

- Information found through the telephone pages, yellow or white, can be used to create job leads.

- This source of information works best for a person who has decided what type of job he/she is qualified to do. That person can use the telephone books to find ideas of specific businesses to contact.

- The job-seeker can either call the business to ask if there are any job openings, go in person, or ask if there are any openings.

1 The Yellow pages list names of CATEGORIES of businesses.
(For example, a person who wants to assist with animal care might look in the Yellow pages under "Veterinarians" or "Pet Stores" to find names of specific employers to contact .

2. The white pages list names of SPECIFIC BUSINESSES (including stores, restaurants, companies). The white pages can be used if you know the name of the place you wish to contact.
(For example, if you want to work at a restaurant, you might think of the names of several different restaurants, for example, Bennigan's or Soup Plantation. In the white pages, you can find the address and telephone number of the restaurant.)

Have students write the definition of the term "job lead" on a piece of paper. Under the definition have students list at least four sources of job lead information. Students should number the sources in the order that he/she would actually try them.

Have students briefly tell each other why they would be willing to try using the sources they listed Teacher should discuss student reasoning with class in a positive manner. *(For example, the student might say that he/she would use family and friends because it is less scary to just ask people you already know, another student might prefer to use the newspaper because it does not require inquiring about job openings in person.)*

CLOSURE

Using the individual interest areas identified in Unit 2, have students determine which of the seven sources of job lead information would be best to use for his/her particular job interests. Have them list the three best sources of job lead information on a piece of paper. Students should keep this list in their JOB FOLDERS to refer to in later lessons.

SUGGESTED FOLLOW-UP

Encourage students' on-going use of the career center as a resource for information on jobs, careers, vocational programs, and post-secondary education. Consider scheduling 2-4 specific segments of time for students to visit the center individually or in small groups.

MATERIALS NEEDED

None

UNIT 3 FINDING OUT ABOUT JOB OPENINGS
Lesson 2 Organizing Job Lead Information

OBJECTIVE

1. Create a job lead card.

INTRODUCTION

"Remember, when someone tells you information about a job opening, it is called a 'job lead.' When you are looking for a job, you will want to get as many job leads as you can. A good way to organize the information from each job lead is to create a job lead card like the ones I will pass around to everyone. Job lead cards are helpful because they keep valuable information organized for you. By writing information about only one job lead on each job lead card, it is easy to keep track of your job search information.

ACTIVITIES

Show sample of job lead card using handout SAMPLE JOB LEAD CARD or actual card teacher has prepared before class.

Using chalkboard or overhead projector chalkboard, show students an enlarged job lead card. Tell students exactly which information they will need about a job opening. Show them exactly where each piece of information would be placed on the card. Ask questions to verify student understanding.

INFORMATION FOR JOB LEAD CARDS

On the front of the card, write:

1. WHERE to apply (the name and address of the business).
2. WHOM to see when you apply or with whom you will interview.
3. WHEN to apply or when your interview is scheduled.

On back of card, write:

4. HOW AND WHEN you found out about the job lead.
5. ANY OTHER INFORMATION you think is important to remember about the business or the job. Write these items on the back of the card so you will remember them.

Distribute handout, PRACTICE FILLING OUT JOB LEAD CARDS. Use chalkboard or overhead projector to complete Job Lead Card #1 with the students aloud. If students understand the class example, assign Job Lead cards #2 and #3 to complete individually. Teacher should monitor students as they complete this activity to ensure that students' job lead cards are complete and accurate.

CLOSURE

Briefly discuss that job lead cards can be used with all the sources identified in previous lesson (for example, family, career counselor, etc.).

SUGGESTED FOLLOW-UP

Students maintain an on-going set of job lead cards using various sources of job information in the community. Job lead cards should be kept in students' JOB FOLDER and periodically checked by instructor to ensure students are updating information on cards and adding new cards throughout their job search.

MATERIALS NEEDED

1. Sample job lead cards prepared by teacher
2. Handout: SAMPLE JOB LEAD CARDS
3. Handout: PRACTICING FILLING OUT JOB LEAD CARDS
4. 5 X 8 index cards (three per student)

SAMPLE JOB LEAD CARD

(FRONT)

Target Store
3415 Sports Arena Blvd.
Manager - Mr. Michael Talbot

Pick up application on Fridays between 1-4 p.m.
Turn in application same times (Fri; 1-4 pm)

(BACK)

Want ad in Union-Tribune weekend of January 14th

PRACTICE FILLING OUT JOB LEAD CARDS

DIRECTIONS: Fill out job lead cards using the information below.

Job Lead Card #1

Yesterday your aunt told you about a job opening for a server at Doug's Fish Fry. The address is 232 Ford St. Mark Phillips is the manager. The phone number is 262-2141. You have called Mr. Phillips and have an appointment for Friday at 4:00 p.m. He wants someone who can work weekends from 4:00-10:00 p.m.

Job Lead Card #2

This afternoon you saw a "Now Hiring" sign in the window at Oshman's Sporting Goods Store. The sign says they are looking for part-time help on weekends. They need someone to start immediately and interested people should apply within. The store is located at 1500 Sports Arena Boulevard.

Job Lead Card #3

Last week you asked the career counselor about job openings. She told you that the local zoo hires workers every spring before Spring break. The person in charge of hiring is Mrs. Marsha Conrad. Her telephone number is 262-1024. You called Mrs. Conrad and she said you can come in to apply on any Friday between the hours of 8:00-4:00 at the Personnel Office. The address is 3350 Park Blvd. Mrs. Conrad told you the zoo will be hiring part-time workers to work at the food stands.

UNIT 3 FINDING OUT ABOUT JOB OPENINGS
Lesson 3 Locating and Using Classified Want Ads

OBJECTIVES

1. Use the newspaper index to locate classified employment section.
2. Know the meaning of common newspaper want ad abbreviations.

INTRODUCTION

"Let's review the seven sources of job lead information we've talked about. (See list below.) **Today we will be learning about how to use the newspaper to find job leads. How many people read the newspaper regularly? How many of you do not read the newspaper but have looked through it? Do those of you who have looked through the newspaper feel as if you have a pretty good understanding of how it is organized?"**

SOURCES OF JOB LEAD INFORMATION

1. Friends, family, and acquaintances
2. Newspaper ads
3. Signs posted in stores
4. Career counselor at school
5. Employment agencies
6. Company personnel office
7. Telephone books

Monitor students' responses to above questions to determine what level of guidance your students will need in their introduction to the newspaper.

ACTIVITIES

For students who are unfamiliar with the newspaper, teacher may want to begin by describing the overall layout of the newspaper

A newspaper is generally organized by categorical sections, for example, Sports, National news, Travel and Entertainment. (The names of the sections might vary depending upon which newspaper a person is reading.) The section of the newspaper containing job information has two names: 1) the classified section, and 2) the want ads. The formal name of this section of the newspaper is the "classified section". Another term commonly used is "want ads."

Ask students, **"Why do you think it's called "the want ads?"** *(The classified section, or the want ads, contains information about many things people want to find. People can use this section of the newspaper to find job openings, pets, furniture, apartments, cars, etc.)*

USING THE INDEX TO LOCATE THE CLASSIFIEDS

Tell students that a person can locate a particular section in the newspaper by looking in the index. The index of the newspaper is a list of each section of the newspaper and what page the section begins on. The index is found on the front page of the newspaper. Using an actual newspaper, show students the index on the newspaper.

Have students use individual copies of the newspaper to locate the index and identify the correct page number to find the Classified section. Using this information, students should actually locate the Classified section in the newspaper.

LOCATING THE "HELP WANTED' SECTION

The classified section of the newspaper will have several columns of information. At the top of each column will be a heading, usually in bold print or capital letters which identifies that part of the Classified ads.

When looking for job leads, locate the column named either "Help Wanted" or "Employment Opportunities". In a large newspaper, there might be a second index, located on the front page of the Classified section, which tells on which pages you will find job openings.

Using the individual copies of the newspaper, have students practice locating the "Help Wanted" ads. Ask students to figure out how the ads in this segment appear to be organized. *(The ads are arranged in alphabetical order by the title of the job.)* Ask students to locate specific job titles in their newspapers. Teacher should choose job titles that he/she knows are in newspaper ads students are using.

CLOSURE

Ask students to answer the following questions:

1. What is the formal title of the section of the newspaper where a person could find information about job openings?
2. Could a person find information about anything other than job openings in this section of the newspaper?
3. Where would a person look in a newspaper to find out what the page number where the Classified section begins.
4. Name two pieces of information about a job that a person could expect to find in a help-wanted ad.
5. What do we call a word that has been shortened (for example, appt.)?
6. Why do employers shorten words in help-wanted ads in the newspaper?

MATERIALS NEEDED

1. Copies of the daily newspaper (one per student).
   NOTE: The local newspaper will generally donate, and often deliver, copies of the daily newspaper for instructional use.

UNIT 3 FINDING OUT ABOUT JOB OPENINGS
Lesson 4 Reading Classified Want Ads

OBJECTIVES

1. Translate common abbreviations used in newspaper employment ads.
2. Extract specific job search information from actual newspaper employment ads.

INTRODUCTION

"Yesterday we discussed how to locate the employment section of the newspaper to use in your job search. Who can tell us the steps to finding the section of the newspaper containing the employment ads?" Teacher can list steps on board or overhead out of sequence, and ask students to order them correctly. **"Today we are going to learn how to read these ads correctly."**

ACTIVITIES

Using an overhead transparency of an actual help wanted ad, ask students what information they might expect to find in a want ad. Make a list on the overhead or chalkboard.

The list should include the following pieces of information about a job opening:

1. Title of the job available
2. Requirements for the job (including any degrees, certifications, work experience, and specific abilities/skills)
3. If the position is full-time or part-time
4. Who to contact and how (in person, by telephone, by mail)
5. Possibly the hours and days of the job
6. Possibly the salary or hourly rate of pay

Point out to students that the cost of a want ad depends on its length. Employers try to keep their ads short by using abbreviations.

List three to four common abbreviations on the board or overhead and ask students to guess their meaning *(for example, a.m. means "morning," FT means "Full-time," Ref. means "references")*.

Give students the handout , COMMON WANT AD ABBREVIATIONS. As a class read through the list of abbreviations. Ask students to identify the full-length word for various abbreviations on the page.

Refer again to the overhead of the want ad, and ask students to read the ad aloud with you, identifying each abbreviation.

CLOSURE

Give students a list of several job listings that you have found in the paper. Have students identify the proper job category of the classified ads and then search for the appropriate listing for each job. Create a job lead card for each.

MATERIALS NEEDED

1. Classified section of the newspaper (as many as needed for class)
2. Handout: COMMON WANT AD ABBREVIATIONS
3. 5" x 8" index cards

COMMON WANT AD ABBREVIATIONS

ABBREVIATIONS	MEANINGS
a.m.	morning
p.m.	afternoon
appl.	application
appt.	appointment
asst.	assistant
ben.	benefits
co.	company
exp.	experience
FT	full-time
hr.	hour
immed.	immediately
mgr.	manager
ref.	references
wk.	week
yrs.	years
EOE/M-F	Equal Opportunity Employer/male or female
nec	necessary
pref	preferred
SH	shorthand
wpm	words per minute
Windows/DOS	Names of computer programs

UNIT 3 FINDING OUT ABOUT JOB OPENINGS
Lesson 5 Using the Yellow Pages as a Resource

OBJECTIVES

1. Know how the telephone yellow pages are organized.
2. Use the yellow pages as a resource for job information and community services.

INTRODUCTION

"Recall the list of different sources of job lead information. (See list below.) **Today, we'll focus on number 7, telephone books. It is important to learn how to use both the telephone yellow and white pages before so you can use them in your job search."**

SOURCES OF JOB LEAD INFORMATION

1. Friends, family, and acquaintances
2. Newspaper ads
3. Signs posted in stores
4. Career counselor at school
5. Employment agencies
6. Company personnel office
7. Telephone books

ACTIVITIES

Ask students to generate as many ideas as possible in response to the question, **"What information can you find in the telephone books?"** List student ideas on chalkboard or overhead projector.

- Divide students into small groups, and pass out a copy of either the white or yellow pages to each group. *(Free copies for classroom use are often available upon request from the telephone company.)*

- Give students a few minutes to look through the book their group has been given. Teacher should ask the class the question again, **"What information can you find in the telephone book your group has?"**

- Make two lists on the chalkboard or overhead: WHITE PAGES and YELLOW PAGES. List specific information that can be found within each book. Include information found in the special indexes and appendices in the front sections of each book.

Discuss how the telephone books, and the yellow pages in particular, can be used as a resource for information about a wide range of services a person may need. For example, ordering pizza, buying a car, finding a gym, fixing a broken window, ordering flowers, renting a limousine, etc. Explain that knowing how to use the telephone book to locate information about these things is a skill that can make a person's life much easier.

Guide students in a general overview of the organization of the yellow pages: table of contents, local maps, zip codes and post offices, community services.

1. Some yellow pages contain extensive information on the local community including lists of recreational and shopping centers, sporting events, and bus routes. These lists are referred to as appendices. The appendices are usually found in the front of the Yellow and White pages and are often on a different color of page than the rest of the book.

2. Entries are listed alphabetically under SUBJECT, for example, Automotive, Banks, Restaurants. There is a list of all subject categories in the table of contents.

3. Businesses must pay to have their name, address, and telephone number listed in the yellow pages. It is considered a way of advertising, similar to an ad on t.v., radio, or in the newspaper. Business may choose to pay more to have a small ad listed in the yellow pages.Services listed in the appendices are not advertising. They are listed for community benefit only.)

Teacher models several examples of looking up a specific business or service.

Be sure each group now has a copy of the yellow pages. On the chalkboard, list several entries for students to look up. Guide and monitor students closely throughout this activity.

When students are able to locate entries independently, assign handout, USING THE YELLOW PAGES, for further practice. Monitor as needed.

CLOSURE

Ask students to brainstorm ways they could use the information included in the Yellow pages of the telephone books in their job search. Possible ideas include:
get ideas for name of businesses you might like to work, obtain address and phone number.

SUGGESTED FOLLOW-UP

Encourage frequent practice of the skill of using the yellow pages. For example, if you mention a business or community service (Department of Motor Vehicles, city park, employment agency, or community college) in class, have a student look up the telephone number and, if appropriate, follow through with a telephone call. Students should feel comfortable looking up businesses and services for address and telephone number and telephoning for information, even if it is as simple as inquiring about the hours of operation.

MATERIALS NEEDED

1. Several copies of yellow pages for your area
2. Handout: USING THE YELLOW PAGES

USING THE YELLOW PAGES

DIRECTIONS: Using a copy of the yellow pages, look up the answers to the following questions and write them in the space provided.

USING THE APPENDICES ("ACCESS PAGES")

1. Find the calendar. What are two events happening in the month of February?

2. If you needed the phone number for the public library, where would you look in the phone book?

3. Name two agencies for senior citizens in our community.

4. How many seats are there in Jack Murphy Stadium?

5. Name two regional parks.

6. Name one recycling center in San Diego.

7. How many stores are at the Plaza Bonita Shopping Mall?

8. What is the phone number for the Transit Store?

9. What is the zip code for Balboa Park?

USING THE SUBJECT INDEX

10. What color are the subject index pages?

11. If you needed to find the phone number for a restaurant, what subject would you look under?

12. If you were looking for a place to buy a dog, what subject would you look under?

13. If you were looking for a car mechanic, what subject would you look under?

14. If you wanted to find the phone number for a hotel, what subject would you look under?

15. If you wanted the phone number for the Scripps Aquarium Museum, what subject would you look under?

16. If you wanted the phone number for Gold's Gym, what subject would you look under?

17. If you wanted the phone number for the San Diego Zoo, what subject would you look under?

USING THE YELLOW PAGE ADS

18. Find the subject listings that include hotels. Now find the ad for the Hotel del Coronado. What is the phone number for that hotel?

    What are two other pieces of information about the hotel found in this ad?

19. Find the subject listing for Locks. Write the number for one business a person could go to when buying a new lock.

20. Find the subject listings for Hair. If a person wanted to buy hair supplies, name one business he/she could call.

    What is the phone number for that business?

21. When a person wants to buy a cellular phone, name one business the person could contact.

UNIT 3 FINDING OUT ABOUT JOB OPENINGS
Lesson 6 Using the White Pages as a Resource

OBJECTIVES

1. Know how the telephone white pages are organized.
2. Use the white pages as a resource guide for community services, job information, and government information.

INTRODUCTION

"Just like the yellow pages, the white pages are a valuable tool to you personally, as well as a resource when looking for a job. Today we will practice using the White Pages to find information about local businesses. Remember, the White Pages are organized by the proper name of the business. "

ACTIVITIES

Distribute copies of white pages to each student or each pair of students. Guide students in a general overview of the organization of the white pages:

1. Emergency Crisis Hotlines
2. Community Services (Many similar to those in Access Pages of Yellow Pages)
3. Establishing Phone Service
4. Deaf and Disabled Services
5. Local and Nearby Calling
6. Long Distance Calling
7. First Aid and Survival Guide (Breathing, Burns, Poisoning, etc.)
8. Government Pages (City, County, State, and U.S. Offices)

Most of the information found in the white pages is listed alphabetically by the name of the person or business. This is done automatically for you as a service of the phone company. A person who does not want his/her phone number to appear in the White Pages must pay a fee to the telephone company.

Model several examples of looking up a specific business or person.

Guide students in their practice of looking up entries. Teacher or class should develop a list of 3-4 businesses to look up. When located, students should record the phone number of the business. This should be a class activity with frequent monitoring (independent practice will be assigned later in the lesson).

Tell students to think about how they could use the telephone books to get job lead information. Write a list of businesses (a combination of specific businesses and categories of business) on the board. A sample list might include Red Lobster restaurants, bakeries, theaters, Mervyn's department stores, pet stores, Ralph's supermarket on Balboa Avenue, etc. Read to class one item at a time and ask **"Would you use the white pages or the yellow pages to find this particular entry?"**

Assign students handout, USING THE WHITE PAGES to complete independently. Teacher should monitor student work. Review correct responses as a class and address any questions that might arise.

CLOSURE

Students use the white pages to complete three job lead cards (name of business, address, and phone number) for three businesses they plan to contact during their job search. These cards should be placed in their JOB FOLDER for future reference during their job search.

MATERIALS NEEDED

1. White pages for your area
2. Handout: USING THE WHITE PAGES

USING THE WHITE PAGES

DIRECTIONS:Answer the questions in the space provided below each question:

1. When should you use the white pages?

2. When should you use the yellow pages?

Read each item. Decide which part of the telephone book you would use to find information about the item. Write the letter "Y" for yellow pages or the letter "W" for white pages on the line after each one.

3. ARCO Gas Station on Friars Road. _____
4. Italian restaurants in San Diego _____
5. Auto mechanics _____
6. K-MART Stores _____
7. San Diego Trust and Savings Bank _____
8. Family Fitness Center (Balboa Ave.) _____
9. Veterinarians _____
10. Movie Theaters _____

Using a copy of the white pages when needed, look up the answers to the following questions and write them in the space provided.

USING THE REFERENCE PAGES:

11. What is the difference between easy reference list and government pages?

12. Who do you contact when you dial the following numbers?
    0
    611
    411
    099

13. What is the phone number for customer repair service?

14. What information will you need to order a new phone?

15. If you cannot pay your phone bill on time, what can you do?

16. What is your area code?

17. How does the phone book recommend you handle unwanted/obscene calls?

18. What should you say to the operator if you are making a 911 phone call?

19. What is the phone number for Youth Crisis Hotline?

20. What is the phone number of the Social Security office?

21. What is the phone number for Birth Records?

USING THE PHONE NUMBER LISTINGS:

22. What is the phone number for Big Bear Supermarket on Federal Boulevard?

23. What is the phone number for JCPenney department store in Fashion Valley?

24. What is the phone number and address for the Round Table Pizza on Navajo Road?

25. What is the phone number and address for Dr. Lesker, DDC.?

26. What is the phone number and address for Kaiser Permanente Hospital in San Diego?

UNIT OVERVIEW

UNIT 4: CONTACTING EMPLOYERS

LESSON 1	MAKING A GOOD FIRST IMPRESSION List three ways to contact an employer. Know three main components to a first impression: 1) how you look; 2) what you say; 3) how you act.
LESSON 2	PRACTICING TELEPHONE SKILLS Demonstrate appropriate telephone manners.
LESSON 3	TELEPHONING EMPLOYERS Making appropriate telephone calls to employers to inquire about job openings.
LESSON 4	VISITING AN EMPLOYER Visit an employer to ask about job openings.

UNIT 4 CONTACTING EMPLOYERS
Lesson 1 Making a Good First Impression

OBJECTIVES

1. List three ways to contact an employer.
2. Know three main components to a first impression: 1) how you look; 2) what you say; 3) how you act.

INTRODUCTION

"When you are looking for job openings, you will need to contact employers. Today we will learn three ways to contact employers and how to make a good first impression on the employer."

ACTIVITIES

Define *first impression*. **"First impression is the feeling someone has about you when they meet you or talk with you for the very first time."** Explain that sometimes the employer's first contact with you may be by talking with you on the telephone, by meeting with you, or through your job application or reading a letter from you.

On the chalkboard write the following lists:

THREE WAYS TO CONTACT EMPLOYERS

1) On the telephone
2) In person
3) In writing

THREE PARTS OF MAKING A FIRST IMPRESSION

1) How you look
2) What you say
3) How you act (nonverbal cues, posture, eye contact, etc.)

Make three columns next to the second list. In column #1, write the heading *Telephone*. In column #2, write the heading *In person*, and in column #3, write the heading *In writing*.

For each of the three headings, ask students, **"Does how you look make a difference on the telephone/in person/ in writing? Does what you say make a difference on the telephone/in person/in writing? Does what you do make a difference on the telephone/in person/in writing?"** If they respond positively, place a check mark next to that item.

On the chalkboard, make three large columns with the headings: LOOK, SAY, ACT. Under each heading list a few examples of specific ways someone could make a good impression. Ask each student to come up to the board and add one item to each of the three lists.

Have students record several items on handout, WHAT MAKES A GOOD FIRST IMPRESSION.

Read the following two scenarios of persons contacting an employer in person. For each scenario, ask students to listen carefully and be prepared to answer these two questions:

1. Is the person making a good first impression?
2. Why or why not?

NOTE: It may be helpful to clip photographs from magazines to provide a visual image of the two job applicants.

JOB APPLICANT #1 (JOSE)
Jose stops by Burger King after school to talk with the manager and ask if there are any job openings. He made sure he dressed nicely that day. Instead of his usual jeans and tennis shoes, he is wearing dress pants, a nice shirt, and shoes. When he first arrived at Burger King, he asked a cashier for the name of the manager and was told that his name was Jim Sacco. When he met the manager, he smiled, addressed him by name (Mr. Sacco), and introduced himself. During his conversation with the manager, Jose made eye contact and nodded occasionally to show his interest in what the manager was saying. Jose asked a few questions of his own and thanked the manager when the conversation ended.

JOB APPLICANT #2 (JONATHAN)
Jonathan also went to Burger King to ask about job openings. Jonathan also went after school. He wore what he always wore to school, jeans, a t-shirt, and sneakers. He asked the cashier if he could talk to the manager. When the manager came out from the kitchen, Jonathan was busy talking to some of his friends. He made the manager wait while he finished making plans with his friends. Jonathan asked the manager if he had any openings. The manager said, "Why don't you fill out this job application and call me next week." Jonathan said "I'm in kind of a hurry right now. I'll just come back sometime." Jonathan forgot to thank the manager and left the restaurant.

CLOSURE
After reading each scenario, discuss students' responses to the questions. Have students identify details relating to each of the three parts of a first impression.

Complete handout, FIRST IMPRESSIONS.

MATERIALS NEEDED
1. Handout: WHAT MAKES A GOOD FIRST IMPRESSION
2. Handout: FIRST IMPRESSIONS
3. Photographs from magazines (optional)

WHAT MAKES A GOOD FIRST IMPRESSION

1. HOW YOU LOOK
   - A. _____
   - B. _____
   - C. _____
   - D. _____
   - E. _____

2. WHAT YOU SAY
   - A. _____
   - B. _____
   - C. _____
   - D. _____
   - E. _____

3. HOW YOU ACT
   - A. _____
   - B. _____
   - C. _____
   - D. _____
   - E. _____

FIRST IMPRESSIONS

1. What is meant by a first impression?

2. List two (2) times you made a good impression. How did you make a good impression?
(How did you look? What did you say? How did you act?)

3. Describe a time when someone made a good impression on you.
(List at least three things the other person did.)

4. What can a person do to make a good impression on an employer?
(List at least four things.)

UNIT 4 CONTACTING EMPLOYERS
Lesson 2 Practicing Telephone Skills

OBJECTIVE
1. Demonstrate appropriate telephone manners.

INTRODUCTION
"Yesterday we learned about ways to make a good first impression when meeting someone in person. Today we will learn about making a good first impression when talking on the telephone."

ACTIVITIES
Teach three general rules for talking on the telephone. Give students specific examples of each.

1. **Be prepared.**
   Practice what you want to say before making the call.
   Have paper and pencil ready.

2. **Speak clearly and confidently.**
   Speak with a medium voice (not too loud, not too soft)
   Speak at a medium pace (not too fast, not too slow)

3. **Be polite.**
   Give your name if calling about a job.
   Say please and thank you
   Say Miss, Mrs., or Mr.

Teacher models appropriate telephone manners
Demonstrate appropriate telephone manners for students by making a practice telephone call. One example would be to call a clothing store and ask what hours the store is open. Designate a student to play the store clerk.

Teacher demonstrates inappropriate telephone manners
Provide additional demonstration(s) in which the caller does not follow one or more of the rules. For example, caller is prepared and polite, but speaks at a very rapid pace and in a very soft volume. Ask students to observe carefully and identify the rule that was not followed.

Distribute and explain handout, TELEPHONING FOR INFORMATION SCRIPT. Tell students they will first practice their telephone skills by calling local businesses (stores, movie theaters, recreation centers) for information. In future lessons, they will call employers to inquire about job openings.

Using the script, have students prepare their own telephone call. If a student has an interest in calling a certain business, this could be used for this exercise. Otherwise, give each student an index card that you have prepared beforehand. (Write the name of a local business on one side, on the other side write a question that the student can ask. See list below.)

BUSINESSES TO CALL	QUESTIONS TO ASK
clothing store	What hours are you open tomorrow?
sporting goods store	Do you sell ____?
movie theater	What is the cost of _____?
YMCA	What is your address?
bowling alley	
limousine service	
pizza parlor	

After filling in the script, have students actually telephone the business. If a telephone is not available in your classroom, this could be assigned for homework.

CLOSURE
Ask students to share the results of their inquiries.

SUGGESTED FOLLOW-UP
Encourage students to practice their telephone skills by using the telephone to obtain information whenever necessary. Those who feel uncomfortable calling strangers will find it becomes easier with practice.

MATERIALS NEEDED
1. Telephone
2. Handout: TELEPHONING FOR INFORMATION SCRIPT
3. Index cards

TELEPHONING FOR INFORMATION SCRIPT

DIRECTIONS: Use this script when calling a business or community service for information.

1. When someone answers the phone say,
   Hello, I am interested in finding out . . .
   (ask for the information you need, e.g., What are the hours of business? What type of services are offered?)

2. Repeat the information the caller gave you to make certain that you have heard it correctly.

3. When you are certain you have all the information you need say,
   Thank you for your help. Goodbye.

UNIT 4 CONTACTING EMPLOYERS
Lesson 3 Telephoning Employers

OBJECTIVE

1. Making appropriate telephone calls to employers to inquire about job openings.

INTRODUCTION

"The telephone is an extremely useful tool in a job search. It is quick, inexpensive, and usually an effective way to find out if a business is hiring workers. One can also get other important information, e.g., hours to apply, name of the person to contact, and the address of the business. Today we will practice telephoning an employer to ask about job openings."

ACTIVITIES

Write the three rules for telephone manners (from Unit 4, Lesson 2) on the chalkboard and review. Point out that **Rule #1 Being Prepared** includes having your job lead card ready. It also means preparing what you are going to say. To help with this part, students will first practice with a written script. Later, after practice, the student will no longer need a script.

Demonstrate a positive example of telephoning an employer about a job using handout, TELEPHONING AN EMPLOYER TO ASK ABOUT JOB OPENINGS SCRIPT.

Give each student a copy of the script and review each section.

Guide students in doing practice telephone calls. Group students in pairs. Using a job lead card developed from a practice or actual job lead, guide students in doing practice telephone inquiries. One student plays the role of the employer, while the other plays the caller. After each practice telephone conversation, the "employer" should give feedback to the caller on how well he/she followed the three telephone rules (listed on the chalkboard.)

When students have demonstrated competency in practice situation, have students select an actual business to telephone. If a telephone is not available in the classroom, this could be assigned for homework.

CLOSURE

Ask students to share the results of their telephone inquiries. Give students the opportunity to discuss any problems encountered.

SUGGESTED FOLLOW-UP

On an ongoing basis, encourage students to use the telephone as a means of contacting employers to inquire about job openings. Remind students that they will become more effective and more comfortable contacting employers will with practice.

MATERIALS NEEDED

1. Handout: TELEPHONING AN EMPLOYER TO ASK ABOUT JOB OPENINGS
2. Job lead cards
3. Telephone

TELEPHONING AN EMPLOYER TO ASK ABOUT JOB OPENINGS
SCRIPT

Remember to be prepared for you telephone call. Before you make your phone call, have ready:

1. Your Job Lead Card(s)
2. Pencil or Pen
3. Script

Hello, my name is _____.

May I please have the name of the manager? (*Write his/her name on your job lead card.*)

Is he/she available to speak with me at the moment?

If the answer is <u>No</u>, then ask,	*If the answer is <u>Yes</u>, then say,*
When would be a good time for me to reach him/her? *(Write this information on your job lead card.)*	Thank you, *and wait for the manager to get on the line.*

When the manager gets on the line, say,

Hello, my name is _____. Could you tell me if you have any job openings at this time?

If the answer is <u>No</u>, then ask,	*If the answer is <u>Yes</u>, then ask,*
Do you expect to have any openings in the near future? (*Write this information on your job lead card.*)	When would be the best time for me to pick up an application or come in and talk with you about the job? (*Write this information on your job lead card.*)

At the end of the conversation say,

Thank you very much Mr./Miss/Mrs. _____.

OTHER INFORMATION YOU MAY NEED TO ASK FOR DURING THE TELEPHONE CALL:

1. Address of the business
2. Directions to the business
3. Correct spelling of the manager's name

Remember, any information that you gather on the telephone concerning this job should be written on your job lead for future use.

UNIT 4 CONTACTING EMPLOYERS
Lesson 4 Visiting an Employer

OBJECTIVE

1. Visit an employer to ask about job openings.

INTRODUCTION

"Remember there are three ways to contact an employer: by telephone, in person, and in writing. Today we will learn and practice visiting employers to ask about job openings."

ACTIVITIES

Using handout, VISITING AN EMPLOYER TO ASK ABOUT JOB OPENINGS, teach the following four rules:

1. **Go alone**
2. **Dress and groom appropriately**
3. **Be prepared**
4. **Show self-confidence and enthusiasm!**

Teach the term *personnel department*. **"Most larger businesses have a personnel department. This is the office that hires workers and takes care of other worker-related business."** Provide examples of businesses that would have a personnel department (large department stores, colleges) and those that would not (local McDonald's restaurant, small family-run store). Tell students that if they are not sure if a business has a personnel department, they can always telephone the company and ask.

Distribute and discuss VISITING AN EMPLOYER GUIDELINES. Tell students that a person would probably not use this script exactly as written. It is meant to give students a general idea for how to approach an employer.

Demonstrate visiting an employer to inquire about job openings. Model at least two scenarios: (1) job-seeker goes to a personnel department, and (2) job-seeker goes to business without a personnel department and asks for the manager or owner.

Group students in pairs. Have students role-play using the script. After each role-play, have the assisting student(s) provide the main actor with feedback on the four steps.

CLOSURE

Ask students to think of at least one business they could visit to inquire about job openings. Encourage students to set a goal for themselves for a date by which to accomplish this. After students have visited a business, ask them to share how it went and what if anything they would do differently the next time.

MATERIALS NEEDED

1. Handout: VISITING AN EMPLOYER TO ASK ABOUT JOB OPENINGS
2. Handout: VISITING AN EMPLOYER GUIDELINES

VISITING AN EMPLOYER TO ASK ABOUT JOB OPENINGS

Visiting an employer to ask about job openings can be one of the best ways to get a job. This approach can be used even if the employer has no current job openings. By showing the interest, initiative, and enthusiasm, you may be first in line for the next job opening. Before you start, here are a few points to keep in mind.

1. **GO ALONE**. The employer is interested in you, not your friends or relatives. If you go with friends, it may look like you're not serious about the job. If you go with relatives, it may look like you're not independent enough for a job. Ask friends and family to wait outside.

2. **DRESS AND GROOM APPROPRIATELY**. A general rule of thumb is to dress one step above what you would be expected to wear on the job.

3. **BE PREPARED**. It's always a good idea to bring your resume and a pen. You may be asked to fill out an application or leave a copy of your resume. You may even be interviewed on-the-spot!

4. **SHOW SELF-CONFIDENCE AND ENTHUSIASM**. Even if the manager sees you for only a few minutes, he/she will notice your attitude. Be positive and act like you want to work for that company!

VISITING AN EMPLOYER GUIDELINES

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1. Go to the personnel department if there is one. If there isn't, ask to speak to the manager or person in charge of hiring.

2. Greet the manager, using his/her name. Say hello and tell him/her your name.

3. Tell the manager you are interested in applying for a job and ask if there are any job openings at the present time.

4. *If openings are available:*
   - Ask if you can complete a job application
   - Offer to leave you resume with the employer
   - Ask when interviews will be held

   If no openings are available:
   - Ask to fill out an application for future openings.
   - Ask when it would be convenient to check back.

5. Thank the employer for his/her time. Remember to refer to the manager by his or her name.

Revised 3/19/93

UNIT OVERVIEW

UNIT 5: HOW DO I INTERVIEW FOR A JOB?

LESSON 1	PREPARING FOR A JOB INTERVIEW Prepare for a job interview. Describe the three main parts of a job interview.
LESSON 2	DRESSING FOR A JOB INTERVIEW Dress and groom appropriately for a job interview.
LESSON 3	PREPARING FOR INTERVIEW QUESTIONS Respond appropriately to interview questions. Ask appropriate questions in a job interview.
LESSON 4	PRACTICING JOB INTERVIEWS Interview appropriately in a practice job interview.
LESSON 5	FOLLOWING-UP A JOB INTERVIEW Write a thank you letter to follow-up a job interview.

UNIT 5 HOW DO I INTERVIEW FOR A JOB?
Lesson 1 Preparing for a Job Interview

OBJECTIVES

1. Prepare for a job interview.
2. Describe the three main parts of a job interview.

INTRODUCTION

Describe the purpose and importance of the job interview. **"A job interview is a chance for the employer to learn about you and for you to learn more about the company and the job. Not everyone who applies for a job gets an interview. The employer reads all the application forms and chooses only those applicants that he/she thinks might be qualified for the job. After the interview the employer decides who will be hired."**

ACTIVITIES

Discuss the benefits of preparing for an interview. (It helps you to feel less nervous because you know what to say and how to act, you will be able to respond to the interviewer's questions better, you'll have your own questions to ask, etc.)

Give students a copy of handout, PREPARING FOR A JOB INTERVIEW CHECKLIST, and teach ways to prepare for an interview.

Using handout, WHAT TO EXPECT IN A JOB INTERVIEW, teach the three main parts of the job interview.

PART 1	INTRODUCTIONS AND WARM-UP
PART 2	QUESTIONS AND ANSWERS
PART 3	WRAP-UP

Model a short sample job interview to illustrate the three main parts of the interview. Enlist an aide or another teacher to play the role of employer. You may wish to have students complete handout, WHAT TO EXPECT IN A JOB INTERVIEW - STUDY GUIDE, by recording specific items covered in each of the three sections.

Tell students they will be learning more about each section during the next few lessons.

CLOSURE

Give students extra copies of handout, PREPARING FOR A JOB INTERVIEW CHECKLIST. These can be kept in their JOB SEARCH FOLDER. Encourage students to use the checklist to help prepare for actual job interviews.

MATERIALS NEEDED

1. Handout: PREPARING FOR A JOB INTERVIEW CHECKLIST
2. Handout: WHAT TO EXPECT IN A JOB INTERVIEW
3. Handout: WHAT TO EXPECT IN A JOB INTERVIEW - STUDY GUIDE

PREPARING FOR A JOB INTERVIEW CHECKLIST

☐ 1. WRITE DOWN THE DATE, TIME, AND ADDRESS OF THE INTERVIEW
Use your job lead card to record this information.

☐ 2. FIND OUT HOW YOU WILL GET TO THE INTERVIEW AND BACK HOME

- Will you walk, take the bus, get a ride, or drive? (Remember, if a friend, relative, or teacher goes with you, ask them to wait outside.)
- If you have never been there before, call to get directions or bus schedule information.
- Make these arrangements ahead of time. Write down the address, directions, or bus information, and keep it in your JOB FOLDER.

☐ 3. FIND OUT ABOUT THE COMPANY AND THE JOB
If you are not familiar with the company, ask people you know about the company. This will help you ask good questions during the interview. It also shows the interviewer that you took the time to be prepared.

☐ 4. Organize your JOB FOLDER. In the folder, put everything you will bring to the interview. You will need:

- your job lead card for that particular job
- address, directions or bus information for getting there
- two copies of your resume (one for you to look at if you need it during the interview and the other to give to the employer)
- a work permit, if you are under age 18
- your social security card (or keep this in your wallet)
- a list of questions you want to ask during the interview
- a pen with black ink

☐ 5. PLAN WHAT YOU WILL WEAR
This will depend on the type of job for which you are interviewing. A general rule of thumb is to dress as your supervisor might dress. For example, if you are a female and women supervisors at that job wear a skirt and a blouse, that would be appropriate for you to wear to the interview.

☐ 6. PLAN YOUR TIME CAREFULLY
On the day of the interview, plan your time so you will arrive for the interview about five minutes early. It will give a bad impression if you are late, but try not to be more than 5 or 10 minutes early.

WHAT TO EXPECT IN A JOB INTERVIEW

PART 1 WARM-UP	PART 2 QUESTIONS	PART 3 WRAP-UP
Introductions (and sometimes handshaking). The interviewer will probably ask you to have a seat. The employer may make some "small talk" to make you (and himself!) feel more at ease. The employer may give you some information about the company or the job that is open.	The employer asks you some questions. Afterwards, the employer will ask you if you have any questions. You show **enthusiasm** and **interest** in the job.	The interview is almost over. The employer will thank you for coming and will tell you one of four things: 1. You can have the job. 2. They will let you know in a few days. 3. You should call them in a few days. 4. They cannot use you. You thank the employer for his/her time.

WHAT TO EXPECT IN A JOB INTERVIEW
Study Guide

Directions: What happens during each part of a job interview? List specific items.

PART 1 WARM-UP	PART 2 QUESTIONS	PART 3 WRAP-UP
• _____	• _____	• _____
• _____	• _____	• _____
• _____	• _____	• _____
• _____		

UNIT 5 HOW DO I INTERVIEW FOR A JOB?
Lesson 2 Dressing for a Job Interview

OBJECTIVE
1. Dress and groom appropriately for a job interview.

INTRODUCTION
"You know that making a good first impression is important. In a job interview, appropriate dress and grooming is especially important. Today we will find out how to dress appropriately for the job you want."

ACTIVITIES
Ask students to refer to the handout from the previous lesson, PREPARING FOR A JOB INTERVIEW. Review #3 *Plan What You Will Wear*. Emphasize that a general rule of thumb is to dress as your supervisor at that job would dress. The type of outfit you should wear will depend on the particular job.

Point out that the perfect outfit won't help if you aren't clean and neat. Discuss the various aspects of good grooming: clean body and hair, hair should be combed; clean nails; for females - moderate makeup and jewelry; for males - little or no jewelry, clean shaven or neatly trimmed beard.

Teach the following rules for how to act in a job interview. Have students record these in their notebooks.

GOOD INTERVIEW BEHAVIOR
1. Smile when you greet the interviewer.
2. Have good posture.
3. Make eye contact with the interviewer (but not constantly!).
4. Avoid nervous habits (cracking knuckles, chewing gum, twirling your hair).
5. Use proper language (use standard English, avoid "you guys, ya know," etc.).

Provide students with practice using standard English by writing on the chalkboard several examples of responses to interview questions that do not use standard English. Have students rewrite the sentences using standard English. Review as a class. Examples of responses using both standard English and non-standard English are listed below.

Question: What do you consider some of your strengths?

Answer: I get along well with people. Also, I'm a very hard worker and I have self-confidence. (Standard English)

Answer: I get along real good with people. Plus, I always does my best. I got self-confidence with me. (Non-standard English)

Question: How do you spend your free time?

Answer: I like to go to the movies, listen to music, and spend time with my friends. (Standard English)

Answer: Well, I don't know. I guess most best I like movies, music, and hanging around - my friends and me, we hang out and stuff. (Non-standard English)

Question: Would you be willing to work overtime?

Answer: Yes, on weekends. On school nights, I need to be home by 9:00 p.m. (Standard English)

Answer: Weekends, yeah, but on school nights I got to be home by 9:00 at night. I can't stay more longer. (Non-standard English)

CLOSURE

Students may be unfamiliar with the practice of handshaking. "Test" each student by having them shake your hand. Check each student for the right amount of firmness and duration of the handshake. Practice with students until they feel comfortable.

MATERIALS NEEDED

1. Handout: PREPARING FOR A JOB INTERVIEW CHECKLIST

PREPARING FOR A JOB INTERVIEW CHECKLIST

☐ 1. WRITE DOWN THE DATE, TIME, AND ADDRESS OF THE INTERVIEW
Use your job lead card to record this information.

☐ 2. FIND OUT HOW YOU WILL GET TO THE INTERVIEW AND BACK HOME

- Will you walk, take the bus, get a ride, or drive? (Remember, if a friend, relative, or teacher goes with you, ask them to wait outside.)
- If you have never been there before, call to get directions or bus schedule information.
- Make these arrangements ahead of time. Write down the address, directions, or bus information, and keep it in your JOB FOLDER.

☐ 3. FIND OUT ABOUT THE COMPANY AND THE JOB
If you are not familiar with the company, ask people you know about the company. This will help you ask good questions during the interview. It also shows the interviewer that you took the time to be prepared.

☐ 4. Organize your JOB FOLDER. In the folder, put everything you will bring to the interview. You will need:

- your job lead card for that particular job
- address, directions or bus information for getting there
- two copies of your resume (one for you to look at if you need it during the interview and the other to give to the employer)
- a work permit, if you are under age 18
- your social security card (or keep this in your wallet)
- a list of questions you want to ask during the interview
- a pen with black ink

☐ 5. PLAN WHAT YOU WILL WEAR
This will depend on the type of job for which you are interviewing. A general rule of thumb is to dress as your supervisor might dress. For example, if you are a female and women supervisors at that job wear a skirt and a blouse, that would be appropriate for you to wear to the interview.

☐ 6. PLAN YOUR TIME CAREFULLY
On the day of the interview, plan your time so you will arrive for the interview about five minutes early. It will give a bad impression if you are late, but try not to be more than 5 or 10 minutes early.

UNIT 5 HOW DO I INTERVIEW FOR A JOB?
Lesson 3 Preparing for Interview Questions

OBJECTIVES

1. Respond appropriately to interview questions.
2. Ask appropriate questions in a job interview.

INTRODUCTION

"You will be more relaxed and do much better in a job interview if you are prepared to answer the interviewer's questions. This includes knowing what to say when the interviewer asks, 'What questions would you like to ask me?' Today we will find out how to respond to common interview questions."

ACTIVITIES

Distribute copies of handout, COMMON INTERVIEW QUESTIONS, and familiarize students with the list. Provide students with sample appropriate responses. Remind students of the importance of using standard English.

Model a job interview. Arrange to have a teacher or aide interview you for an entry-level position, e.g., a grill worker at McDonald's. Afterwards, have students give you feedback on how well you answered the interviewer's questions.

Guide students in writing out their responses to COMMON INTERVIEW QUESTIONS. Teacher may choose to assign a few questions a day, over a period of days. Give special attention to those questions most people find difficult to answer: "Tell me about yourself." "What are your strengths?" "What are your weaknesses?"

CLOSURE

Students discriminate between appropriate and inappropriate responses to interview questions by completing handout, WHO WILL GET THE JOB? Review as a class.

SUGGESTED FOLLOW-UP

Provide daily practice on responding to interview questions by listing a question on the board at the start or end of each class period. Monitor students' responses and give corrective feedback as needed.

MATERIALS NEEDED

1. Handout: COMMON INTERVIEW QUESTIONS
2. Handout: WHO WILL GET THE JOB?

COMMON INTERVIEW QUESTIONS

1. Why do you want this job?

2. Do you want a permanent or temporary job?

3. Tell me about yourself.

4. What do you want to be doing in five years?

5. What skills and experience do you have for this job?

6. What subjects in school do you like best?

7. What are your strengths?

_____

_____

_____

8. What are your weaknesses?

_____

_____

_____

9. How do you use your free time?

_____

_____

_____

10. What grades did you get in your schoolwork this year?

_____

_____

11. Do you have reliable means of transportation to and from work?

_____

12. Are you willing to work overtime if needed?

_____

13. Are you involved in any extracurricular activities (sports, clubs)? Which ones?

_____

_____

14. What jobs have you had?

_____

_____

_____

15. Do you prefer working alone or with others?

_____

16. What questions would you like to ask me? (Remember, you should have at least two good questions prepared. Good questions are about job duties or the employer's expectations, not about money or time off from work.)

1) _____

_____

_____

_____

2) _____

_____

_____

_____

3) _____

_____

_____

_____

WHO WILL GET THE JOB?

DIRECTIONS: Read each answer to the interviewer's question. Decide who gave a better answer. Place a checkmark in the box next to that name.

1. What position are you applying for?

☐ **LATASHA:** I'd like to apply for the position of courtesy clerk, but I would consider other positions that might be available.

☐ **TOM:** It doesn't matter. I just need a job. I don't even know what jobs you guys have here.

2. Do you have any work experience?

☐ **DAVID:** No.

☐ **LISA:** I have had many responsibilities at home such as taking care of my brothers and sisters and preparing meals, but this would be my first paid job.

3. Why did you leave your last job?

☐ **PATTY:** My boss was never fair and wouldn't help me. He always gave me a hard time. I finally couldn't stand him anymore, so I quit.

☐ **TYRONE:** It was a summer-time only job.

4. What hours will you be available for work?

☐ **MARIA:** I finish school at 2:30 every day, so I could work from 3:15 until 9:00 or so. On weekends, I could work days or evening hours.

☐ **FRANK:** I like to keep my evenings and weekends free, so I guess I could work right after school if I skipped my last class.

5. How is your attendance at school?

☐ **PABLO:** My classes are really boring this year. Let's just say school isn't my greatest thing this year.

☐ **JACK:** I missed a few days because of illness, but otherwise my attendance has been good.

6. How would you get to work?

☐ **CHRIS:** I could take the bus to work and ask my parents to pick my up on nights I'd have to work late.

☐ **BETH:** I could probably borrow my boyfriend's car, unless we're mad at each other or something.

UNIT 5 HOW DO I INTERVIEW FOR A JOB?
Lesson 4 Practicing Job Interviews

OBJECTIVE
1. Interview appropriately in a practice job interview.

NOTE: In this lesson, students will be doing practice job interviews. It may be helpful to videotape the interviews so students can observe their own interviewing skills. Depending upon the students, the teacher may choose to wait until students have had 1-3 practice interviews before videotaping.

INTRODUCTION
"Let's review the five rules for Good Interview Behavior from Lesson 2. Today you will practice these rules by doing practice interviews. Your interviewing skills will become better and better with each practice interview."

ACTIVITIES
Review the five rules for Good Interview Behavior.

GOOD INTERVIEW BEHAVIOR
1. Smile when you greet the interviewer.
2. Have good posture.
3. Make eye contact with the interviewer (but not constantly!).
4. Avoid nervous habits (cracking knuckles, chewing gum, twirling your hair).
5. Use proper language (use standard English, avoid "you guys, ya know," etc.).

Break students up into groups of three. Assign each student a role: employer/interviewer; job applicant; observer.

For each group, designate the name of the business and the job for which the applicant is interviewing. This could be determined in one of two ways: 1) have students use actual job openings recorded on job lead cards in previous lessons; or, 2) create a list of businesses in the local community that are possible job sites for students. Copy one business/job onto each index card, and have each group pick a card.

Give instructions for the practice interviews. The interviewer initiates and leads the interview using questions from the handout, COMMON INTERVIEW QUESTIONS. The job applicant shows that he/she is prepared for the interview, practices the five rules of good interview behavior, responds to the interviewer questions, and asks his/her own questions. The observer watches carefully. After the interview, the observer gives feedback to the job applicant on how well he/she was prepared, if he/she followed the five rules for good interview behavior, and if he/she gave good responses to the interviewer's questions. Observers may be asked to point out three things the interviewee did correctly.

Students rotate roles after each interview so that every student gets a turn in the role of job applicant.

Teacher and assistant should monitor closely during students' practice interviews.

CLOSURE
Ask students, **"What did you find the most difficult about the interview?"** Discuss ways to handle these difficulties.

SUGGESTED FOLLOW-UP
If interviews were videotaped, show the completed tape and praise students for appropriate behavior and responses. Point out areas for improvement. Use these original interviews for comparison to future interviews.

Schedule practice interviews throughout the semester. With each practice interview, students will become more relaxed and more competent.

Encourage students to get in the habit of using their JOB FOLDERS in both practice and actual job interviews.

MATERIALS NEEDED
1. Handout: COMMON INTERVIEW QUESTIONS
2. Index cards (Optional)
3. Video equipment (if interviews are to be taped)

COMMON INTERVIEW QUESTIONS

1. Why do you want this job?

2. Do you want a permanent or temporary job?

3. Tell me about yourself.

4. What do you want to be doing in five years?

5. What skills and experience do you have for this job?

6. What subjects in school do you like best?

7. What are your strengths?

_____

_____

_____

8. What are your weaknesses?

_____

_____

_____

9. How do you use your free time?

_____

_____

_____

10. What grades did you get in your schoolwork this year?

_____

_____

11. Do you have reliable means of transportation to and from work?

_____

12. Are you willing to work overtime if needed?

_____

13. Are you involved in any extracurricular activities (sports, clubs)? Which ones?

_____

_____

14. What jobs have you had?

15. Do you prefer working alone or with others?

16. What questions would you like to ask me? (Remember, you should have at least two good questions prepared. Good questions are about job duties or the employer's expectations, not about money or time off from work.)

1)

2)

3)

UNIT 5 HOW DO I INTERVIEW FOR A JOB?
Lesson 5 Following-Up a Job Interview

OBJECTIVE
1. Write a thank you letter to follow-up a job interview.

INTRODUCTION
"Even after you have left a job interview, you can continue to make a good impression by sending a thank you letter. This is an important practice that is often overlooked by job applicants but can help you to be chosen for the job. Today we will learn how to write a thank you letter."

ACTIVITIES
Write the following list on the chalkboard:

WHO SHOULD I THANK ?

1. the job interviewer
2. anyone else who helped you get the job interview
   (career counselor, vocational rehabilitation counselor, teacher, recruiter)

Teach these important points about a thank you letter:

- It should be short.
- It should express your appreciation for their time and help.
- It should be neat and written in proper letter format.
- It should express your enthusiasm for the job.
- It should be sent right away (the day after the interview if possible).

Distribute copies of handout, SAMPLE THANK YOU LETTER (#1 and #2). Read together as a class.

Have students use handout, THANK YOU LETTER, to write their own letter. Students can follow up on the practice interview done in previous lessons. Point out that the name and address of the employer should be readily available on one's job lead card.

Have students exchange completed letters and read aloud. Give feedback on each of the five important points of thank you letters.

CLOSURE
Have students make corrections to their practice letter and prepare a final draft. Students may also prepare a second practice thank you letter.

SUGGESTED FOLLOW-UP

During the course of the semester, encourage students to write thank you letters for any interviews they have. Remind students to thank any other persons who helped them to find out about the job.

MATERIALS NEEDED

1. Handout: SAMPLE THANK YOU LETTER #1
2. Handout: SAMPLE THANK YOU LETTER #2
3. Handout: THANK YOU LETTER

SAMPLE THANK YOU LETTER #1

Letter #1 Here is a sample thank you letter to an employer.

José Avila
4632 Skyline Drive
San Diego, California 92114

September 5, 1993

Mr. Ferguson
Ferguson's Autobody Shop
3072 Imperial Avenue
San Diego, California 92114

Dear Mr. Ferguson,

Thank you for meeting with me yesterday about a part-time job at your shop. I am very interested in auto repair and think I could do a good job helping your mechanics.

Thank you again for your time.

Sincerely,
José Avila
José Avila

SAMPLE THANK YOU LETTER #2

Letter #2 **Here is a sample thank you letter to someone who let you know about a job lead.**

José Avila
4632 Skyline Drive
San Diego, California 92114

September 5, 1993

Mr. Kaufman
Job Counselor
San Diego City Schools
3401 Clairemont Drive
San Diego, California 92117

Dear Mr. Kaufman,

Thank you for letting me know about the job opening at Ferguson's Autobody Shop. I had an interview on September 4th and am very interested in the job.

Mr. Ferguson said he will call me next week to let me know if I got the job. I'll let you know when I hear from him.

Sincerely,
José Avila
José Avila

THANK YOU LETTER

Directions: Write a practice thank you letter to an interviewer or someone who helped you find a job opportunity. Remember, a follow-up letter should be a short letter that expresses your appreciation for the person's help and shows your enthusiasm for the job. It should be neat and should be sent right away.

Your name _____

Address _____

_____

Date _____

Mr./Mrs./Ms. _____

Company _____

Address _____

_____

Dear _____:

_____

_____

_____

_____

Sincerely,

_____
Your name

UNIT OVERVIEW

UNIT 6: HANDLING PAPERWORK

LESSON 1 — UNDERSTANDING KEY PARTS OF YOUR PAYCHECK STUB
Define and locate key parts of a paycheck stub.

LESSON 2 — UNDERSTANDING DEDUCTIONS FROM YOUR PAY
Become familiar with basic payroll deductions.
State the purpose of a W-2 form and the kinds of information on a W-2 form.

LESSON 3 — READING A WORK SCHEDULE
Read and understand a work schedule.

LESSON 4 — READING AND COMPLETING A TIMECARD
Learn to complete a timecard.
Learn to read military time.

LESSON 5 — BECOMING FAMILIAR WITH STATE AND FEDERAL TAX RETURN PROCEDURES
Become familiar with state and federal tax return procedures.
State at least three ways of getting assistance on filing a tax return.

UNIT 6 HANDLING PAPERWORK
Lesson 1 Understanding Key Parts of Your Paycheck Stub

OBJECTIVE

1. Define and locate key parts of a paycheck stub.

INTRODUCTION

"Many first-time employees find it difficult to understand their paycheck. They expect that the amount of their paycheck will equal the number of hours worked multiplied by the hourly wage. (For example, if a person earns $4/hour and works five hours, he/she might expect a paycheck for $20. Instead, they find their paycheck is less than $20. Why? Because the government must keep some of your earnings to pay for several services for you. Today we will learn how to understand your paycheck."

ACTIVITIES

Distribute copies of handout, SAMPLE PAYCHECK STUB. Refer to each section as you teach the following key terms. As each term is discussed, teacher may wish to have students circle or highlight with colored pen that section of the paycheck stub.

Pay Period	The length of time between each paycheck. Usually, a pay period is one or two weeks long. For example, a pay period might start on October 1 and end on October 15. The worker will be paid for all hours worked during those two weeks.
Paycheck Stub	The section of a paycheck that the worker keeps for his or her own records that gives important information about the paycheck. The paycheck stub lists the dates the pay period began and ended, the number of hours the person worked, the hourly wage, the amount of money earned before taxes and other expenses were taken out, the amount of money earned after taxes and other expenses were taken out, and the exact amount of money taken out for different reasons (state and federal taxes, medical insurance, FICA, etc.).
Deductions	Money your employer is required to take out of your paycheck for the government. (All deductions are listed on your paycheck stub.)
Gross Pay	The amount you earn before deductions are taken out of your pay.
Net Pay	The amount you take home after all deductions have been subtracted from your pay. This is also called your "take-home pay." This is the amount of money for which your paycheck will be made out.

CLOSURE

Check student understanding by asking:

1. If a pay period at your place of employment is two weeks long, and you work on a regular basis, how often will you receive a paycheck? *(every two weeks)*

2. If your gross pay for a pay period is $90, will your net pay be more or less than $90? Why? *(less because deductions will be taken out of your gross pay.)*

3. Why is net pay sometimes called "take-home pay?" *(Net pay is the amount of money you actually receive or can "take home." Net pay is the amount found on your paycheck.)*

4. Why is it a good idea to keep your paycheck stubs for your own records? *(So you can check to be sure you received the correct pay.)*

SUGGESTED FOLLOW-UP

Ask a student who is working to bring in a paycheck stub. Use this stub as an example to familiarize students with the key information found on a paycheck stub. On an ongoing basis, encourage students who are working to carefully check over their paycheck stubs. Suggest that students find a folder or large envelope to store their paycheck stubs.

MATERIALS NEEDED

1. Handout: SAMPLE PAYCHECK STUB
2. Pens for highlighting (optional)

SAMPLE PAYCHECK STUB

Pay Period

NAME	SOCIAL SECURITY NUMBER	BEGINNING PAY PERIOD	ENDING PAY PERIOD	CHECK DATE
PATRICIA L		07/01/91	07/15/91	07/25/91

EARNINGS	HOURS	CURRENT PERIOD	YEAR-TO-DATE	TAXES/DEDUCTIONS	CURRENT PERIOD	YEAR-TO-DATE
R027STU BASE	10.0	75.72	2582.98	010FICA/OASD	4.69	37.65
OTHR ERN			191.85	011FICA/MED	1.10	8.81
				020FED W/H		152.36
				030CALIF W/H		1.72
				025CA SDI	.76	27.75
				OTHER DED		167.73
TOTAL GROSS PAY		75.72	2774.83	TOTAL TAXES/DEDUCTIONS	6.55	396.02
TOTAL TAXABLE GROSS PAY		75.72		TOTAL NET PAY	69.17	

LEAVE HOURS AVAILABLE		TAX STATUS FEDERAL	TAX STATUS STATE
SICK	0.0	1-S-N	1-S-N
VACATION	0.0	S=SINGLE M=MARRIED H=HEAD OF HOUSEHOLD	
COMP	0.0	N=NO ADDITIONAL TAX Y=ADDITIONAL TAX	

CHECK NUMBER

Gross Pay

Deductions

Net Pay

UNIT 6 HANDLING PAPERWORK
Lesson 2 Understanding Deductions from Your Pay

OBJECTIVES

1. Become familiar with basic payroll deductions.
2. State the purpose of a W-2 form and the kinds of information on a W-2 form.

INTRODUCTION

"Yesterday we learned about a paycheck stub. Today we are going to learn about common deductions (money taken out) of one's paycheck."

ACTIVITIES

Review terms introduced in previous lesson: pay period, paycheck stub, gross pay, deductions, net pay.

Have students refer to the handout, SAMPLE PAYCHECK STUB, used in the previous lesson. Teach the following basic payroll deductions, and have students locate each on the handout.

Federal Income Tax	Money taken out to help run the federal (national) government.
State Income Tax	Money taken out to help run the government in your state.
FICA	This stands for Federal Insurance Contributions Act. The federal government uses this money for your Social Security payments. People who stop working after age 62 are eligible to receive a Social Security check every month.
SDI	This stands for State Disability Insurance. A person can receive money from state disability insurance if they can't work because of illness or injury.

Distribute copies of handout, READING A PAYCHECK STUB. Locate each of the above deductions and have students highlight or circle each. Complete questions as a class.

Introduce the purpose of a W-2.

- The W-2 (Wage and Tax Statement) is a form prepared by your employer. It shows how much income the employer paid you during the previous year and how much state and federal income tax was withheld (taken out).

- The Internal Revenue Service (I.R.S.), a part of the federal government, requires that every employer mail their employees a W-2 statement by January 31 of the year following the tax year. You will need the information on the W-2 to prepare your state and federal tax returns. If you do not receive a W-2 from an employer by January 31, you should telephone the employer.

- When you send your tax return forms to the Internal Revenue Service, you must also send a copy of every W-2 your received. It is very important that you make a xerox copy of all tax forms and every W-2 form to keep in your personal records. You should keep them for at least five years.

Distribute copies of handout, SAMPLE W-2 STATEMENT. Guide students in locating the following information on the sample W-2. You may want to have student highlight or check each section.

* The employer's name, address, and identification number
* The employee's social security number, name, and address
* The federal income tax withheld from the employee's pay
* The wages, tips, and other pay the employee received.
* The FICA tax deducted from the employee's pay
* The state tax withheld

CLOSURE

Check students' understanding by asking:

1. Who is responsible for sending you your W-2 statement. *(your employer or employers)*

2. If you worked at three different places during the past year, how many W-2 statements should you receive by January 31 of the following year? *(three, one for each employer)*

3. Will you receive your W-2 statement in the mail or should you pick it up from your employer? *(in the mail)*

4. How will you use your W-2 statement(s)? *(to help prepare your state and federal tax returns. Also, you will send a copy of the W-2 statement(s) to the Internal Revenue Service along with your tax returns. You will keep a copy for your own records.)*

5. What should you do if you do not receive a W-2 from an employer by January 31? *(Telephone the employer and inquire about it)*

MATERIALS NEEDED

1. Handout: READING A PAYCHECK STUB
2. Handout: SAMPLE W-2 STATEMENT

READING A PAYCHECK STUB

DIRECTIONS: Using information from the paycheck stub, answer the questions below.

NAME			SOCIAL SECURITY NUMBER	BEGINNING PAY PERIOD	ENDING PAY PERIOD	CHECK DATE
PATRICIA L				07/01/91	07/15/91	07/25/91

EARNINGS	HOURS	CURRENT PERIOD	YEAR-TO-DATE	TAXES/DEDUCTIONS	CURRENT PERIOD	YEAR-TO-DATE
R027STU BASE	10.0	75.72	2582.98	010FICA/OASD	4.69	37.65
OTHR ERN			191.85	011FICA/MED	1.10	8.81
				020FED W/H		152.36
				030CALIF W/H		1.72
				025CA SDI	.76	27.75
				OTHER DED		167.73
TOTAL GROSS PAY		75.72	2774.83	TOTAL TAXES/DEDUCTIONS	6.55	396.02
TOTAL TAXABLE GROSS PAY		75.72		TOTAL NET PAY	69.17	

LEAVE HOURS AVAILABLE		TAX STATUS FEDERAL	TAX STATUS STATE
SICK	0.0	1-S-N	1-S-N
VACATION	0.0	S=SINGLE M=MARRIED H=HEAD OF HOUSEHOLD N=NO ADDITIONAL TAX Y=ADDITIONAL TAX	
COMP	0.0		

CHECK NUMBER

1. What is the last day of the pay period? _____
2. How many hours did this person work during the pay period? _____
3. What is the gross pay? _____ What is the net pay? _____
4. How much money was taken out for federal income taxes during this pay period? _____
5. How much has been withheld in federal taxes for the year? _____

SAMPLE W-2 STATEMENT

The W-2 (Wage and Tax Statement) is a form prepared by your employer. It shows how much income the employer paid you during the previous year and how much state and federal income tax was withheld (taken out).

DIRECTIONS: Answer the following questions, based on the W-2 sample below.

1. How much state income tax did Patricia have withheld? $_____

2. How much federal income tax did Patricia have withheld? $_____

3. What was the total amount of tax withheld from her pay? $_____

4. What were her wages, tips, and other compensation? $_____

Form **W-2 Wage and Tax Statement 1991**
Copy 2 To Be Filed With Employee's State, City or Local Income Tax Return
Employee's and employer's copy compared

1 Control number	3 Employer's ID number	4 Employer's state I.D.
5 Employee's soc. sec. no.	6 Statutory employee, Decased, Pension plan, Legal rep., 942 emp., Subtotal, Deferred compensation, Void	
7 Allocated tips	8 Advance EIC payment	17 See instructions for Box 17
9 Federal income tax withheld 359.31	10 Wages, tips, other compensation 5,456.66	
11 Social Security tax withheld 203.93	12 Social Security wages 3,289.15	
13 Social security tips	14 Medicare wages and tips 3,289.15	18 Other CASDI 54.57
15 Medicare tax withheld 47.68	16 Nonqualified plans	
22 Dependent care benefits	23 Benefits incl. in Box 10	

SAN DIEGO STATE FOUNDATION
SAN DIEGO, CALIF

2 Employer's name, address, and ZIP code — OMB No. 1545-0008

19 Employee's name, address, Zip code

PATRICIA L
SAN DIEGO, CA

9.34	5,456.66	CA
24 State income tax	25 State wages, tips, etc.	26 Name of state
27 Local income tax	28 Local wages, tips, etc.	29 Name of locality

UNIT 6 HANDLING PAPERWORK
Lesson 3 Reading a Work Schedule

OBJECTIVE

1. Read and understand a work schedule.

INTRODUCTION

"When employers are asked, "What traits are most important in an employee?," they almost always say, "Showing up for work when the worker is supposed to and showing up on time." Most employers post a work schedule at the work site. The work schedule lists the days of the week and the employees who are assigned to work each shift. What happens if you forget to check the work schedule or show up for work at the wrong time? *(If it happens several times, you could be passed up for promotion or fired).* **Today we will talk about ways to keep track of your work schedule."**

ACTIVITIES

Read the following scenario.

Diane and Julie worked at the local department store. One afternoon as they prepared to leave for the day, their supervisor said, "Have a nice weekend, and be sure to check the work schedule for next week. We have two people going on vacation, so everyone's hours will be different. I really need everyone to cooperate so things will go smoothly next week." Diane took the time and returned to check the new schedule but Julie did not. The next week, Julie came to work on the same day and at the same time for which she was usually scheduled. Her supervisor was very upset because Julie had been scheduled to come in at 10:00 that morning rather than her usual 1:00 p.m. Diane had come in that morning at 10:00. Not only was the supervisor happier with Diane's work habits, but Diane earned extra hours that week because she checked her work schedule.

Distribute copies of handout, KEEPING TRACK OF YOUR WORK SCHEDULE, and teach key points about a work schedule.

1. The schedule is usually posted every week or every two weeks.

2. The schedule is usually posted on a bulletin board where employees will see it (next to the time clock or near the employee lounge).

3. Employees should check the work schedule as soon as it is posted.

4. If you do not work on a regular basis and your job is a long distance from your home, ask your employer if it is okay to telephone and ask for your schedule.

5. Buy a small notebook and use it just for writing down your work schedule. Bring the notebook to work with you. Carefully copy your work schedule into the notebook. Use the same notebook every time.

6. At home, copy your work schedule from your notebook to a calendar. Post the calendar where you will easily see it (on your bedroom mirror or on the refrigerator door).

7. Share your work schedule with family members that need to know what hours you will be working. This is especially important if you will be counting on someone in your family to give you a ride to or from work.

8. Now that you know your schedule, ask yourself, "Are there any special arrangements or planning I need to do to work these hours? For example, check the bus schedule, do schoolwork ahead of time, etc.

Distribute copies of handout, SAMPLE WORK SCHEDULE, and guide students in completing the questions. Point out that this is only a sample work schedule. Work schedules at different companies will look very different from one another.

To acquaint students in using a calendar to record one's work schedule, review with students the handout, SAMPLE WORK CALENDAR.

To provide practice in using a calendar to record one's work schedule, guide students through handout, WORK CALENDAR. Teacher should first model for students the procedure and use a directed instruction format to teach this skill, e.g. **"You are scheduled for 10/10 4-9 p.m. Find October 10th on your calendar. Write down 4:00-9:00 p.m."**

CLOSURE

Ask students if they have access to a calendar they could use to record their work schedule. If not, suggest that they invest in an inexpensive calendar.

SUGGESTED FOLLOW-UP

To provide additional practice on using the calendar, teacher may incorporate regular use of a monthly calendar in the classroom. Students can be given a copy of a monthly calendar to record assignments and special events.

MATERIALS NEEDED

1. Handout: KEEPING TRACK OF YOUR WORK SCHEDULE
2. Handout: SAMPLE WORK CALENDAR
3. Handout: WORK CALENDAR

KEEPING TRACK OF YOUR WORK SCHEDULE

1. The schedule is usually posted every week or every two weeks.

2. The schedule is usually posted on a bulletin board where employees will see it (next to the time clock or near the employee lounge).

3. Employees should check the work schedule as soon as it is posted.

4. If you do not work on a regular basis and your job is a long distance from your home, ask your employer if it is okay to telephone and ask for your schedule.

5. Buy a small notebook and use it just for writing down your work schedule. Bring the notebook to work with you. Carefully copy your work schedule into the notebook. Use the same notebook every time.

SAMPLE WORK CALENDAR

March 1993 David's work schedule (Zoo)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6 12:00-5:00 ask Mr. Miller about 3/27
7 on-call (call Mr Miller by 9:30) 235-6951	8	9	10	11	12	13 9:00-5:00
14	15 SPRING BREAK → 12:00-5:00	16 12:00-5:00	17 12:00-5:00	18 12:00-5:00	19 12:00-5:00	20 12:00-5:00
21 on-call	22	23	24	25	26	27 Off trip to Arizona
28	29	30	31			

February 1993

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

April 1993

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

WORK CALENDAR

DIRECTIONS: Using the information from the work schedule below, fill out the attached work calendar for Carolyn.

Joe's Dry Cleaning Inc.

EMPLOYEE WORK SCHEDULE FOR MARCH 1993.

Jimmy		Carolyn	
3/2/93	4:00-7:00pm	3/3/93	4:00-7:00pm
3/6/93	9:00am-3:00pm	3/7/93	9:00am-12:00pm
3/9/93	5:00-7:00pm	3/10/93	4:00-7:00pm
3/13/93	12:00-5:00pm	3/14/93	9:00am-3:00pm
3/16/93	5:00-7:00pm	3/17/93	5:00-7:00pm
3/20/93	12:00-5:00pm	3/21/93	9:00am-5:00pm
3/23/93	5:00-7:00pm	3/24/93	4:00-7:00pm
3/27/93	9:00am-3:00pm	3/28/93	12:00-5:00-pm

March 1993

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February 1993

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

April 1993

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

WORK CALENDAR

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141

UNIT 6 HANDLING PAPERWORK
Lesson 4 Reading and Completing a Timecard

OBJECTIVES

1. Learn to complete a timecard
2. Learn to read military time

NOTE: If possible, collect several timecards from different employers.

INTRODUCTION

"Most jobs require employees to complete and turn in a timecard. In many jobs, a time clock is used to records hours worked. Often, hours are recorded in military time. Today we will learn about timecards and how to read military time."

ACTIVITIES

Show students examples of timecards from various employers. Describe the purpose of a timecard. *The purpose of a timecard is to keep track of the numbers of hours an employee worked in a pay period, so an employee can be paid correctly.*

Discuss the importance of keeping track of hours worked. **"The employer keeps track of the number of hours you work. Why should the employee keep his/her own record of the number of hours worked?"** *(It is possible that an employer can make a mistake when totaling hours worked. This could result in you receiving the wrong amount of pay.)*

Describe key points about using a timecard.

- Different employers use different types of timecards.
- Most timecards require you to record the time you start work and time you end work.
- At the end of the week or pay period, the number of hours are added up. This total is used to determine your pay for the pay period.

Describe military time and why it is used. **"Military time is the system used by the military services. Military time uses a 24 hour system instead of the 12 hours used with the standard system of telling time. In other words, 1 p.m. is referred to as 1300 hours because it is the 13th hour of the day. 12:00 midnight is referred to as 2400 because it is the 24th hour of the day. Half hours are said as "thirty", just as you would in standard time. You would say 1:30 p.m. as 1330 hours. It is not necessary to use a.m. and p.m when using military time."**

Have students write out the hours of the day in standard time on the left side of a piece of paper and the corresponding military hours on the right side of the same paper (i.e., 1:00 a.m. = 0100...11:00 p.m. = 2300). Ask students to convert standard time to military time and vice versa ("If it is 2:00 p.m. standard time, what is it in military time?" 1400 hours). Repeat examples until students seem to be converting the time with ease.

Guide students in completing handouts READING A TIMECARD - USING STANDARD TIME #1 and #2. Handout #1 should be completed as a class. Handout #2 provides additional practice of reading a timecard. Handout #2 can be completed as a class or by individual students with monitoring from the teacher to ensure correct responses.

Guide students in completing handout, READING A TIMECARD - USING MILITARY TIME. Monitor for correct responses.

CLOSURE

Ask students to explain to you why it might be helpful to know how to use military time in a job setting. *(Time clocks often record time in military time.)* Review with students why it might be a good idea for them to keep their own record of the hours they have worked.

SUGGESTED FOLLOW UP

Encourage those students who are currently employed to keep their own record of days and hours worked. When they receive their paycheck, they can check to to be sure the paycheck reflects pay for the correct number of hours worked

MATERIALS NEEDED:

1. Handout: READING A TIMECARD - USING STANDARD TIME #1
2. Handout: READING A TIMECARD - USING STANDARD TIME #2
3. Handout: READING A TIMECARD - USING MILITARY TIME

READING A TIMECARD - USING STANDARD TIME #1

DIRECTIONS: Below is your timecard for a two (2) week period. Use the information given on the timecard to answer the questions.

1. How many hours did you work? _____ .

2. You make $4.50/hour. What is your gross pay? _____

			TOTAL # HOURS
11-1 SUN	Time In	9:00am	
	Time Out	12:00pm	_____
11-2 MON	Time In	4:00pm	
	Time Out	8:00pm	_____
11-3 TUE	Time In		
	Time Out		_____
11-4 WED	Time In	4:00pm	
	Time Out	8:00pm	_____
11-5 THU	Time In		
	Time Out		_____
11-6 FRI	Time In	4:00pm	
	Time Out	10:00pm	_____
11-7 SAT	Time In	9:00am	
	Time Out	12:00pm	_____
11-8 SUN	Time In		
	Time Out		_____
11-9 MON	Time In		
	Time Out		_____
11-10 TUE	Time In	4:00pm	
	Time Out	8:00pm	_____
11-11 WED	Time In		
	Time Out		_____
11-12 THU	Time In	4:00pm	
	Time Out	8:00pm	_____
11-13 FRI	Time In	4:00pm	
	Time Out	8:00pm	_____
11-14 SAT	Time In	9:00am	
	Time Out	12:00pm	_____

[ ]	X	[ ]	=	_____
TOTAL HOURS		HOURLY PAY		(GROSS PAY)

READING A TIMECARD - USING STANDARD TIME #2

DIRECTIONS: Below is your timecard for a two (2) week period. Use the information given on the timecard to answer the questions.

1. How many hours did you work? _____ .

2. You make $4.50/hour. What is your gross pay? _____

			TOTAL # HOURS
11-15 SUN	Time In	8:00am	
	Time Out	4:00pm	_____
11-16 MON	Time In		
	Time Out		_____
11-17 TUE	Time In		
	Time Out		_____
11-18 WED	Time In	4:00pm	
	Time Out	8:00pm	_____
11-19 THU	Time In		
	Time Out		_____
11-20 FRI	Time In	5:00pm	
	Time Out	9:00pm	_____
11-21 SAT	Time In	9:00am	
	Time Out	4:00pm	_____
11-22 SUN	Time In	8:00am	
	Time Out	4:00pm	_____
11-23 MON	Time In		
	Time Out		_____
11-24 TUE	Time In		
	Time Out		_____
11-25 WED	Time In	4:00pm	
	Time Out	8:00pm	_____
11-26 THU	Time In		
	Time Out		_____
11-27 FRI	Time In		
	Time Out		_____
11-28 SAT	Time In	9:00am	
	Time Out	4:00pm	_____

	X		=	_____
TOTAL HOURS		HOURLY PAY		(GROSS PAY)

READING A TIMECARD - USING MILITARY TIME

DIRECTIONS: Below is your timecard for a two (2) week period. This timecard uses **military time**. Use the information given on the timecard to answer the questions.

1. How many hours did you work? _____

2. You make $5.25/hour. What is your gross pay? _____

11/1/92 - 11/7/92

DAY	HOURS WORKED	TOTAL HOURS
SUNDAY	0900 - 1300	
MONDAY	OFF	
TUESDAY	1600 - 2000	
WEDNESDAY	1600 - 2000	
THURSDAY	OFF	
FRIDAY	OFF	
SATURDAY	0900 - 1300	

☐	X	☐	=	_____
TOTAL HOURS		HOURLY PAY		(GROSS PAY)

UNIT 6 HANDLING PAPERWORK
Lesson 5 Become Familiar with State and Federal Return Procedures

OBJECTIVE

1. Become familiar with state and federal tax return procedures.
2. State at least three ways of getting assistance on filing a tax return.

INTRODUCTION

"Have you every wondered who pays for the highways we drive on, for our city firefighters, for the military service? These services are paid for by citizens who pay taxes..Most people who work are required to pay taxes. Tax is money paid to the government to be used for various services such as schools, courts, armed services, highways, hospitals, national parks, police, firefighters, prisons, research, veteran's benefits, welfare and food stamps, foreign aid, bus service.

ACTIVITIES

NOTE: This lesson contains a great deal of information on tax returns that may be quite unfamiliar to students. Teacher may choose to teach this lesson over several days.

Teacher may choose to copy and cut out each of the following question and answers, tape onto an index card, and pass out to students to read aloud. Explanation can follow each question as needed.

Who must pay income tax?

A general rule is that if you earn more than a five thousand dollars a year, you need to file an income tax return. If you work part-time, you may not make this much money. In this case, you would not have to pay any federal income tax. You would, however, still need to file (complete) a tax return in order to receive a tax return (money that was withheld from your paycheck for taxes, but that can be returned to you.) To find out if you must pay income tax, check the tax information booklet. These booklets are free and are that available in your city's state and federal buildings.

How much income tax must you pay?

The amount of tax you must pay depends on many things, including:

- how much money you earn
- if you are single or married
- if you have children
- if you support any other relatives
- if you are blind
- how many business and certain personal expenses you have.

Money is withheld from your paycheck for state and income tax. At the end of the year, you must figure the total amount that was withheld. You must also figure the total amount of tax you must pay. This is your total tax bill. You will need to look at the Income Tax Guidelines to determine your tax bill.

Next, compare what was withheld from your check to your total tax bill. It is possible that you have already paid more than what you owe. In this case, you should get money back. The government will send you a check for the amount that was overpaid.

If you owe money to the government, you will need to send a check or money order when you mail your tax return forms.

What is a tax return?
A tax return is the form you must complete and mail to the Internal Revenue Service. It shows how much income you earned during the previous year and how much money was withheld (taken out) for state and federal income tax. There are different forms you should use depending on how complicated your tax situation is. Many young employees who are single and do not earn more than $50,000/year, can use the most simple federal income tax return form. It is called the short form or the 1040EZ.

Where do you get a tax return?
Federal tax returns and information booklets are available in the federal building of your city. State tax returns and information booklets are available at the state administration building in your city. These forms may also be available at your bank or public library. Once you have filed tax returns these forms will automatically be sent to your home address the next year.

When do you pay income tax?
Each person who must pay income tax must file (send in) a income tax return by April 15 of every year. Each person must file both state and federal income tax returns. The forms are different for each.

How can I get help completing my tax return?
Often people have many questions about filing their tax returns.

1. You could start by asking someone who has experience completing their own tax forms, for example, a parent, an adult friend, or a teacher.

2. Pick up a free copy of a tax booklet printed by the Internal Revenue Service (I.R.S.). You can usually get these at your bank. This booklet has directions for completing the tax forms. It also contains telephone numbers to call if you have questions. An I.R.S. agent can answer your questions over the phone.

3. Some people pay a professional tax preparer to do their taxes. The cost usually depends on how hard you tax return is to complete. You can ask for an estimate of the cost before having someone do your tax returns. Professional tax preparers can be found in the yellow pages under."Tax Preparation Services."

Read the following scenario and then distribute the handouts, SAMPLE E-Z STATE INCOME TAX RETURN and SAMPLE E-Z FEDERAL INCOME TAX RETURN.

SCENARIO

Mary took her first part-time job after school and week-ends in September of her senior year of high school. In the first week of January, she received in the mail a W-2 form from her employer. The W-2 form listed all her earnings for the previous year, as well as all the deductions that had been taken from her paycheck for that year. There were several copies of the W-2 form - one to file with her federal income tax return, one to file with her state tax return, and at least one extra to keep for her tax records. Because Mary had never filed income tax before, she did not automatically receive her income tax forms in the mail. Instead, she needed to go to the library in her neighborhood and get E-Z forms so she could prepare her income tax returns before the April 15th deadline. Mary knew that she was going to get money back from both the state and federal government, so she filled out the forms that weekend and mailed them in. The sooner the better!

CLOSURE

Ask students to list three things they learned about tax return procedures today. Ask students to think of at least one question they have about completing tax returns. Have students share their lists with the class. Teacher can respond to students' questions with the answer or suggest a way to find out the correct answer.

MATERIALS NEEDED

1. Handout: SAMPLE E-Z STATE INCOME TAX RETURN (California)
2. Handout: SAMPLE E-Z FEDERAL INCOME TAX RETURN

SAMPLE E-Z STATE INCOME TAX RETURN

California Resident Income Tax Return
For Single Filers With No Dependents 1992

FORM **540EZ**

Use the California mailing label. If you don't have one, please print or type. If filing for renter's credit only, you must complete Step 1, Step 4 and Step 5. You must also complete Side 2, Part II.

Do Not Write In These Spaces

Your first name and initial: Mary | Last name: Smith | Your social security number: 123 45 6789

Present home address - number and street including P.O. box or rural route: 1242 Home Ave | Apt. no.

City, town or post office, state and ZIP code: San Diego CA 92104

P M A R E

6 If someone (such as your parent) can claim you as a dependent on his or her tax return, check here and enter -0- on line 18. • 6 ☐

Step 2 Taxable Income

Attach check or money order here.

14	Federal adjusted gross income from your Form 1040EZ, line 3 or your Form 1040A, line 16, or your Form 1040, line 31	• 14	9,542.
15	**Standard deduction.** If you checked the box on line 6 above, complete Side 2, Part I. If you did not check the box on line 6 above, enter $2,343	• 15	2,343.
16	Taxable income. Subtract line 15 from line 14. If line 15 is larger than line 14, enter -0-	16	7,199.

Step 3 Tax and Credits

17	Tax. Use the amount on line 16 to find your tax in the tax table. Use the single column of the table. Enter the tax from the table on this line	17	998.
18	Personal exemption credit. If you did not check the box on line 6, enter $62.	18	62.
23	Total tax. Subtract line 18 from line 17. If less than zero, enter -0-	• 23	936.

Step 4 Overpaid Tax or Tax Due

Attach copy of your Form(s) W-2 here.

24	California income tax withheld from box 24 on your Form(s) W-2	■ 24	449.
26	Renter's credit. Enter amount from Side 2, Part II, line 9	■ 26	60.
27	Total payments and credits. Add line 24 and line 26	27	109.
30	Overpaid tax. If line 27 is more than line 23, subtract line 23 from line 27	■ 30	73.
31	Tax due. If line 27 is less than line 23, subtract line 27 from line 23	31	

Step 5 Refund or Amount You Owe

34	Total contributions. Enter amount from Side 2, Part III, line 8	• 34	7.
35	**REFUND OR NO AMOUNT DUE.** Subtract line 34 from line 30. Mail return to: **Franchise Tax Board, P.O. Box 942840, Sacramento, CA 94240-0000.**	■ 35	66.
36	**AMOUNT YOU OWE.** Add line 31 and line 34. Attach check or money order for full amount payable to "Franchise Tax Board." Write your social security number and "1992 Form 540EZ" on it. Mail it with your return to: **Franchise Tax Board, P.O. Box 942867, Sacramento, CA 94267-0001.**	■ 36	

Sign Here Under penalties of perjury, I declare that I have examined this return and to the best of my knowledge and belief, it is true, correct and complete. 1

Your signature X Date

Do not attach your federal return to this return.

BEST COPY AVAILABLE

SAMPLE E-Z FEDERAL INCOME TAX RETURN

Department of the Treasury—Internal Revenue Service

Form 1040EZ — **Income Tax Return for Single Filers With No Dependents** — **1992** — OMB No. 1545-0675

Name & address

Use the IRS label (see page 10). If you don't have one, please print.

LABEL HERE
Print your name (first, initial, last): Mary Smith
Home address (number and street). If you have a P.O. box, see page 10. Apt. no.: 1242 Home Ave
City, town or post office, state, and ZIP code. If you have a foreign address, see page 10.: San Diego CA 92104

Please see instructions on the back. Also, see the Form 1040EZ booklet.

Please print your numbers like this: 9 8 7 6 5 4 3 2 1 0

Your social security number: 1 2 3 4 5 6 7 8 9

Presidential Election Campaign (See page 10.) Note: Checking "Yes" will not change your tax or reduce your refund. ▶
Do you want $1 to go to this fund? X

Report your income

1	Total wages, salaries, and tips. This should be shown in box 10 of your W-2 form(s). Attach your W-2 form(s).	1 — 9 475 00
2	Taxable interest income of $400 or less. If the total is more than $400, you cannot use Form 1040EZ.	2 — 67 00
3	Add lines 1 and 2. This is your **adjusted gross income.**	3 — 9 542 00
4	Can your parents (or someone else) claim you on their return? ☐ Yes. Do worksheet on back; enter amount from line E here. ☒ No. Enter 5,900.00. This is the total of your standard deduction and personal exemption.	4 — 5 900 00
5	Subtract line 4 from line 3. If line 4 is larger than line 3, enter 0. This is your **taxable income.**	5 — 3 642 00

Attach Copy B of Form(s) W-2 here. Attach tax payment on top of Form(s) W-2.

Note: *You must check Yes or No.*

Figure your tax

6	Enter your Federal income tax withheld from box 9 of your W-2 form(s).	6 — 746 00
7	**Tax.** Look at line 5 above. Use the amount on **line 5** to find your tax in the tax table on pages 22-24 of the booklet. Then, enter the tax from the table on this line.	7 — 544 00

Refund or amount you owe

8	If line 6 is larger than line 7, subtract line 7 from line 6. This is your **refund.**	8 — 202 00
9	If line 7 is larger than line 6, subtract line 6 from line 7. This is the **amount you owe.** Attach your payment for full amount payable to the "Internal Revenue Service." Write your name, address, social security number, daytime phone number, and "1992 Form 1040EZ" on it.	9

Sign your return

Keep a copy of this form for your records.

I have read this return. Under penalties of perjury, I declare that to the best of my knowledge and belief, the return is true, correct, and complete.

Your signature: X — Date — Your occupation

BEST COPY AVAILABLE

Revised 3/20/93

UNIT OVERVIEW

UNIT 7: WHAT MAKES A GOOD EMPLOYEE

LESSON 1 — POSITIVE WORKER TRAITS
Describe positive worker traits.
Demonstrate a positive response to an employer request.

LESSON 2 — STARTING A JOB
List ways to make a good impression at work.

LESSON 3 — DRESSING AND GROOMING APPROPRIATELY ON THE JOB
Name four rules for identifying appropriate grooming and dressing at any job.
Apply the four rules to individual student workplaces.

LESSON 4 — INITIATIVE ON THE JOB
Define the term initiative.
Identify ways to show initiative on the job.

UNIT 7 WHAT MAKES A GOOD EMPLOYEE
Lesson 1 Positive Worker Traits

OBJECTIVES

1. Describe positive worker traits.
2. Demonstrate a positive response to an employer request.

INTRODUCTION

"Think about reasons why teenage workers might be fired from their jobs. What do you think is one of the main reasons why teenage workers get fired? The answer is a poor work attitude. Work attitude is your outlook toward your job, your co-workers, and your supervisor. Your work attitude is shown by your behavior on the job. Let's find out how you can demonstrate a positive attitude on your job."

ACTIVITIES

Ask students to take out a piece of paper. Have students pretend they are the owner of a business and think about what work behavior and attitudes they would look for when hiring workers. Students should list all of their ideas on their paper, as many as possible. (Teacher should help students start their lists by providing a few examples.)

When students are finished with their lists, refer to chart TEN WAYS TO KEEP A JOB. This list was presented in Unit 1, Lesson 1. This is a list that was created by asking employers the question, "What do you think are the most important behaviors and attitudes in a good worker?" Read and briefly describe each of the items on the list. Ask students, **"Does your list contain any of these items? Are there any important behaviors that you left out? Are there any important behaviors that should be added to this list?"** Add student-generated ideas to the chart.

Read the chart again and describe each item in more detail

Invite a local employer to talk to the class on this topic and describe what behaviors employers look for in their employees.

CLOSURE

Summarize by stating that all of the behaviors discussed help to show a positive work attitude. Workers with a positive attitude tend to keep their jobs longer, are happier in their job, and get more promotions and raises than do those workers with a poor work attitude. Workers with a positive attitude also get along better with their co-workers and supervisors.

SUGGESTED FOLLOW-UP

Post the chart of TEN WAYS TO KEEP A JOB in the classroom and refer to it frequently throughout the semester.

View and discuss WORKING I video, Being Positive.

MATERIALS NEEDED

1. Handout: TEN WAYS TO KEEP YOUR JOB
2. WORKING I VIDEO, Being Positive (Optional)

TEN WAYS TO KEEP A JOB
(And Not Get Fired!)

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1. Go to work when you are scheduled.
2. Be on time.
3. Be well groomed.
4. Follow directions.
5. Do your very best work at all times.
6. Show initiative.
7. Cooperate with co-workers.
8. Be honest (don't steal or lie).
9. Be drug-free.
10. Be friendly and respectful of others.

UNIT 7 WHAT MAKES A GOOD EMPLOYEE
Lesson 2 Starting a Job

OBJECTIVE
1. List ways to make a good impression at work.

NOTE: This lesson teaches skills for greeting a coworker/supervisor, which you may choose to use selectively.

INTRODUCTION
"Your employer and co-workers will form an opinion of what kind of worker you are. This opinion may last for a long time. If you make a good first impression, your supervisor may consider you a better worker and co-workers will be more likely to get along with you. It is more fun to work with co-workers who get along with you."

ACTIVITIES
List the following on the chalkboard or overhead.

MAKING A GOOD IMPRESSION AT WORK

1. Show a positive attitude.
2. Be well-groomed.
3. Be friendly to people.
4. Work throughout your shift.
5. Try to do a good job.
6. Show that you want to learn about your job.

Divide students into small groups. Have each group generate as many specific ways as possible a worker could exhibit each of the behaviors mentioned on the chalkboard

Sample Responses

1. Show a positive attitude - *smile, avoid complaining, show interest in the job and in the other people.*

2. Make a good appearance - *shower and wear deodorant, wear clean, neat clothes, wear the right kind of clothes for your job, brush your teeth, comb your hair.*

Have students share their responses. Create a master list on the chalkboard.

Tell students that one important part of making a good first impression is introducing yourself to others when you start a job. Discuss what a worker can expect during the first several days on a job. **"Usually there are many people to meet. Sometimes your supervisor will introduce you to your co-workers and other supervisors. Sometimes you will need to introduce yourself."**

Model several examples of introducing yourself on the job. Be sure to include an example of introducing oneself in each of the following situations:

1. in the lounge
2. in the work area
3. to a supervisor
4. to a co-worker
5. when you aren't sure what the other person's job title is

Have students role play the following situations: 1) introducing yourself to a co-worker; 2) introducing yourself to one of the supervisors.

CLOSURE

Have students practice shaking hands. Handshake should be firm but not too firm. Give each student a "handshaking test."

MATERIALS NEEDED

None

UNIT 7 WHAT MAKES A GOOD EMPLOYEE
Lesson 3 Dressing and Grooming Appropriately on the Job

OBJECTIVES

1. Name four rules for identifying appropriate grooming and dressing at any job.
2. Apply the four rules to individual student workplaces.

INTRODUCTION

"Let's look again at the list TEN WAYS TO KEEP YOUR JOB. Read #3. 'Be well groomed.' Being well groomed means being clean and neat and wearing appropriate clothes. Being well groomed is very important in the workplace. The types of clothes you wear at your job will depend upon the type of work that you do. Today we'll learn four rules for being appropriately groomed for your job."

ACTIVITIES

List on the board the following four rules for determining what is appropriate grooming and dress for any workplace.

APPROPRIATE GROOMING AND DRESS AT WORK

1. Always practice good personal hygiene.
2. Ask your supervisor if there is a dress code.
3. Think about your job description/job responsibilities.
4. Look at what others who are doing similar work are wearing.

Discuss the meaning of each rule to ensure student understanding.

Have students generate a list of "good personal hygiene," to include: showering/bathing; brushing hair; brushing teeth; having clean face and hands; using deodorant; wearing clean clothes without tears or rips; if using cologne or perfume, it should be only a small amount; if using make up, it should be a small amount.

After discussing the list, ask students for examples of what clothing would be appropriate for particular jobs, including school. Ask for responses for 3-4 very different jobs that your students might actually hold (e.g., a busboy, a hostess, a receptionist, a sales person, a movie theater ticket-taker, a gas station attendant).

Ask those students who work if there is a dress code at their job. Have students tell where they work, what they do there, and what clothing is appropriate for their position.

CLOSURE

Have students write down three examples of what is appropriate dress and three examples of what is appropriate grooming at their job. Students who are not working should write their list as it relates to school.

MATERIALS NEEDED

1. Handout: TEN WAYS TO KEEP YOUR JOB

UNIT 7 WHAT MAKES A GOOD EMPLOYEE
Lesson 4 Initiative on the Job

OBJECTIVES

1. Define the term initiative.
2. Identify ways to show initiative on the job.

INTRODUCTION

"Initiative means doing what needs to be done without having to be told to do it. When you initiate something, you start it. A worker who shows initiative on the job tries to come up with new ideas. Employers like a worker to show initiative because the employer does not have to give him or her directions about what to do all the time. The employer can trust the worker to do a good job."

ACTIVITIES

Initiative includes all of the following:

1. Showing willingness to work (not just putting in your hours, or punching the clock).
2. Keeping busy in your workplace.
3. Doing extra work when needed.
4. Putting in extra time if it helps get the work done.
5. Helping others in their work, if needed.
6. Presenting a new and better way to get the job done.
7. Taking courses or subjects that improve your job performance.

Initiative starts with knowing what your job tasks are. Your most important concern should be doing the job you were hired to do well.

"Here is an example of initiative on the job. *David serves ice cream at an ice cream store. When it is not busy and there are no customers to serve, he stays busy. He uses the time to clean up the counters and re-stock the supplies at the counter. He does not stand around or wait for his supervisor to tell him what to do.*"

Have students complete handout, INITIATIVE HAS ITS BENEFITS.

Guide students through the following exercise to identify work tasks and ways to show initiative. Using your classroom environment as the "job setting," have students think about the daily classroom routine and do the following:

1. Students make a list of "regular" tasks to be done each day.

2. Students make a list of "additional" tasks to be done each day or on certain days.

3. Students put a check mark next to whichever tasks they could do when they have finished their work or have some extra time on the job.

4. Students list any other ways they could show initiative in this job.

5. Students individually determine how many of these items they currently perform (or "show initiative" to do).

CLOSURE

Have students share their lists. Encourage students to help each other think of new ways to show initiative on the job.

Have students repeat the same exercise, this time using their actual job. Those students who are not employed can apply the exercise to another class or to home responsibilities.

MATERIALS NEEDED

1. Handout: INITIATIVE HAS ITS BENEFITS (from *Job Survival Skills*, Education Design Inc., 1990)

UNIT OVERVIEW

UNIT 8: GETTING ALONG WITH OTHERS

LESSON 1	UNDERSTANDING THE ROLE AND RESPONSIBILITIES OF A SUPERVISOR Name at least three responsibilities of the supervisor. Identify one employee responsibility as appropriately accepting criticism from the supervisor.
LESSON 2	ACCEPTING CRITICISM FROM A SUPERVISOR Differentiate between appropriate an inappropriate ways to accept criticism from a supervisor. Demonstrate appropriate acceptance of criticism from supervisor.
LESSON 3	WHAT MAKES A GOOD CO-WORKER? Name three positive traits of a successful co-worker.
LESSON 4	SOCIAL SKILL, "GREETING YOUR CO-WORKERS" Know the importance of greeting co-workers when you arrive at and leave work. Demonstrate an appropriate greeting to a co-worker.
LESSON 5	DEALING WITH CUSTOMERS Know four ways to be polite to customers.

UNIT 8 GETTING ALONG WITH OTHERS
Lesson 1 Understanding the Role and Responsibilities of a Supervisor

OBJECTIVES

1. Name at least three responsibilities of the supervisor .
2. Identify one employee responsibility as appropriately accepting criticism from the supervisor.

INTRODUCTION

"Today we are going to talk about the supervisor's job. Almost everyone who works has a supervisor. Your supervisor is the person you are working for during a particular shift. Depending on where you work, you might always work for the same supervisor or you might have different supervisors on different days."

ACTIVITIES

Emphasize the following points about what a supervisor does in his/her job.

1. A person usually becomes a supervisor in one of two ways: he/she might have worked in a job at the company for a long time and done his/her very best work and earned a promotion, or the person might have gone to school to learn about the business and how to supervise other workers.

2. The supervisor is responsible for many things during the work shift. (Elicit ideas from students about what specific responsibilities a supervisor has in the workplace. Ideas should include: making sure that things get done, which means that when a job does not get done the supervisor gets into trouble as well as the person who was supposed to have completed the job; making sure that things that are broken get fixed; making sure that everyone gets paid for their work; preparing each employee to do his/her job correctly; and possibly scheduling employees.)

3. It is part of a supervisor's job to make sure that each job is done correctly and that each employee is doing a good job. This means that a supervisor must look carefully at the job that each employee does and decide how that job could be done better. When an employee makes a mistake or forgets to do something, the supervisor must notice the error and have the employee correct it right away.

4. There are all different kinds of supervisors. Some are nice and correct the employee in a friendly way. Some yell a lot and don't listen to the employee very much. Some get very confused and give employees more than one job to do at a time or they want the employee to do two things that contradict each other. It does not matter <u>what</u> <u>type</u> of supervisor you have at your job, you are being paid to do your job the way that the supervisor wants you to do it.

5. When your supervisor gives you criticism about a job you have done or a mistake you made, it is important for you to realize two things:
   a) It is his job to give you that information.
   b) It is your job to be polite to him/her and to fix the problem right away.

Have students complete handout, ACCEPTING CRITICISM. Review and discuss answers aloud.

Have students complete handout, THEY COULDN'T ACCEPT CRITICISM.

CLOSURE

Invite a supervisor to class and have the students fill in the answers to handout, AN INTERVIEW WITH A SUPERVISOR, as a class. Each student might fill in the page individually or students might divide up the questions and each student or pair of students might be responsible for obtaining the answer to a specific question. In preparation for the speaker, the students may want to think of other interesting questions to ask their guest supervisor.

MATERIALS NEEDED

1. Handout: ACCEPTING CRITICISM (from *Attitudes on the Job,* Educational Design, Inc., 1987)
2. Handout: THEY COULDN'T ACCEPT CRITICISM (from *Attitudes on the Job,* Educational Design, Inc., 1987)
3. Handout: AN INTERVIEW WITH A SUPERVISOR (from *Attitudes on the Job,* Educational Design, Inc., 1987)

UNIT 8 GETTING ALONG WITH OTHERS
Lesson 2 Accepting Criticism from a Supervisor

OBJECTIVES

1. Differentiate between appropriate and inappropriate ways to accept criticism from a supervisor.
2. Demonstrate appropriate acceptance of criticism from supervisor.

INTRODUCTION

"Yesterday we discussed the role of the supervisor in the workplace. Who can tell me one of the responsibilities of the supervisor?" (Elicit student responses -- Be sure the list includes making sure that jobs are done correctly and that employees are working their hardest.)

ACTIVITIES

Present a brief discussion on the purpose of the skill of handling criticism from a supervisor.

"Today we are going to practice accepting criticism from your supervisor appropriately. Who can tell me what could happen when an employee does not accept criticism from the supervisor appropriately?" (Answers should include getting a verbal or written reprimand, not being considered for raises or promotions or extra hours, getting fired.)

TEACH THE STEPS OF THE SKILL.

Write the steps on the board. Read the steps aloud and have the students repeat after you.

ACCEPTING CRITICISM FROM A SUPERVISOR

1. Look at the person while he/she is talking.
2. Restate what they said.
3. Begin the correction right away.

TEACHER MODELS CORRECT USE OF THE SKILL.

Enlist the help of teacher assistant or student to play to role of a supervisor.. Briefly demonstrate correct use of the skill. Provide a second demonstration in which you leave out or incorrectly perform one of the steps. Ask students to identify steps performed correctly and the step performed incorrectly.

STUDENTS PRACTICE SKILL THROUGH ROLE-PLAY.

Using the suggested scenarios, write the scenarios on index cards and distribute to students for role-play. Have students practice performing the skill in pairs. Closely monitor role-plays to ensure that students correctly perform each step. After each role-play, provide feedback to the students.

Sample scenarios:

- Your supervisor comes in yelling that you forgot to sweep the floor and it is filthy.
- Your supervisor wants you to go back outside and finish collecting the shopping carts.
- Your supervisor tells you that the windows you just cleaned have streaks and you have to do them again.
- Your supervisor tells you to take down all 70 of the shirts you just put on the sale rack because they are not on sale! You must take them back to the stock room and get the other boxes and set out those shirts.

MATERIALS NEEDED

1. Index Cards

UNIT 8 GETTING ALONG WITH OTHERS
Lesson 3 What Makes a Good Co-worker?

OBJECTIVE

1. Students will be able to name three positive traits of a successful co-worker.

INTRODUCTION

"An important part of being a valued employee is a person's ability to get along well with his/her co-workers. It is very important to a supervisor to hire people that he/she knows will get along well with the other people who work there. That way the supervisor can use his time and energy making sure that the jobs are getting done well and the company is running smoothly. Today we are going to talk about the qualities that make someone a good co-worker."

ACTIVITIES

Teacher should lead discussion of "good worker" qualities and make a list on the board.

The list should include:

1. Gets her/his own job done correctly and on time.
2. Shares supplies and tools.
3. Makes friendly greetings when arriving at work and leaving work.
4. Makes polite conversation during breaks and lunch.
5. Volunteers to help another worker finish his/her job when own job is complete.
6. Says positive things about the job and the company (not complaining).
7. Shows respect for the other people at the job.
8. Has a sense of humor (<u>not</u> playing practical jokes).
9. Is flexible (being pleasant about changes in routines or assignments).
10. Keeps personal matters personal (avoid gossip,too!).

NOTE: Discuss with students the difference between appropriate and inappropriate conversation topics for work.

Have students complete the handout, CO-WORKER SCAVENGER HUNT. Students should mill about the classroom finding classmates who fit the descriptions listed. They will fill in the person's name on the blank next to the description given.

Have students evaluate how they get along with others by completing the handout, WHAT KIND OF CO-WORKER AM I?

CLOSURE

Ask students, **"In what areas do you feel you could improve? What can you do to improve in this area?** Lead a class discussion focusing on specific plans for becoming a better co-worker.

MATERIALS NEEDED

1. Handout: CO-WORKER SCAVENGER HUNT
2. Handout: WHAT KIND OF CO-WORKER AM I?

CO-WORKER SCAVENGER HUNT

Directions: Find someone in your class who fits the following descriptions. Ask that person to sign their name on the line next to the description.

1. Someone who makes friendly greetings when arriving at work. _____
2. Can tell you one positive thing about his/her job. _____
3. Can name three appropriate topics for conversation at work. _____
4. Shows respect for the people with whom he/she works (and can give one example) _____
5. Can tell you about a time when he/she volunteered to help another co-worker finish his/her job after their own was done. _____
6. Shares supplies and tools _____
7. Can tell you one positive thing about the company for which he/she works. _____
8. Has a sense of humor on the job. _____
9. Makes polite conversation at lunch and breaks. (Name 2 people at work with whom they talk.) _____
10. Can name three examples of friendly ways to say good bye when leaving work _____

WHAT KIND OF CO-WORKER AM I?

DIRECTIONS: After each statement, make a check mark in the column that best describes you. Think about how you get along with others on your job, or if you don't work, with your peers at school.

	I do this well.	I could use improvement.
1. Gets his/her own job done correctly and on time.		
2. Shares supplies and tools.		
3. Makes friendly greetings when arriving at work and leaving work.		
4. Makes polite conversation during breaks and lunch.		
5. Keeps personal matters personal		
6. Volunteers to help another worker finish his/her job when finished with own.		
7. Says positive things about the job and the company.		
8. Shows respect for the people with whom they work.		
9. Has a sense of humor.		
10. Is flexible		

UNIT 8 GETTING ALONG WITH OTHERS
Lesson 4 Social Skill, "Greeting Your Co-workers"

OBJECTIVES

1. Know the importance of greeting co-workers when you arrive at and leave work.
2. Demonstrate an appropriate greeting to a co-worker.

INTRODUCTION

"As you know, it is important to get along with your co-workers on the job. Part of getting along with others is saying hello and goodbye in a friendly way. Today we are going to be talking about how to make an appropriate greeting to a co-worker when you arrive at and leave work.

ACTIVITIES

Present a brief discussion on the purpose of the skill.

Why do you think it is important to make friendly greetings to co-workers? (to make friends, to appear friendly, people know you have arrived at work, makes others feel good) **Those are good answers. Let's talk now about how we want to make these greetings."**

TEACH THE STEPS OF THE SKILL.
List the following steps on the board:

GREETING YOUR CO-WORKERS
1. Start with a smile.
2. Give a friendly greeting (like "Hello," or "Good Morning")
3. Add a few pleasant words. (for example, "How are you today?")

Read the steps out loud. Ask students to read steps aloud.

TEACHER MODELS CORRECT USE OF THE SKILL.
Present several examples of appropriate greetings one could make upon arriving at work as well as several examples of statements to make when leaving work for the day. Also present several non-examples (inappropriate greetings) and ask students, **"Is this an appropriate greeting to make?"**

Group students in pairs. Give students thirty seconds (or one minute) to brainstorm greetings to use when you arrive at work. Students should try to write down as many as possible. Appoint a student to record greetings volunteered by the students from their lists. Have each pair volunteer two greetings that have not been mentioned yet.

Repeat exercise only this time have students record examples of ways to say good bye when leaving a job.

STUDENTS PRACTICE SKILL THROUGH ROLE-PLAY.
Have students practice the skill in pairs. You may want to write each scenario on an index card and give to students. Some example scenarios are:

- When you walk into a crowded room
- You walk into a room with only one or two people
- You are beginning break
- You are entering a room of co-workers you do not know very well
- You are leaving at the end of the day
- You are finishing a break

CLOSURE
Check students' understanding by having them describe appropriate times to make a greeting.

MATERIALS NEEDED
1. Index cards (optional)

UNIT 8 GETTING ALONG WITH OTHERS
Lesson 5 Dealing with Customers

OBJECTIVES

1. Know four ways to be polite to customers.

INTRODUCTION

"Many jobs require workers to deal with customers. It is important to deal with customers in a polite way. A company with workers who treats customers poorly will never stay in business for very long. Today we will learn four ways to be polite to customers."

ACTIVITIES

Present a brief discussion on the purpose of the skill.

• Companies that deal with customers must employ workers who do a good job interacting with customers. Otherwise, the company will lose money and will not stay in business.

TEACH THE STEPS OF THE SKILL.

List the following steps on the board. You may also want to list the steps on a poster or have students record them in their notes.

FOUR WAYS TO BE POLITE TO CUSTOMERS

1. Greet the customer in a friendly way.
2. Call a woman, "Miss," or "Ma'am;: call a man, "Sir."
3. Say "Excuse me." to get the attention of a customer.
4. Find out what the customer wants to know.
   (If you don't know the answer to a customer's question, say "I'm sorry. I don't know, but I will find out for you.")

Read the steps out loud. Ask students to read steps aloud.

TEACHER MODELS CORRECT USE OF THE SKILL.

Teacher can enlist the help of teacher assistant or student to play the role of a customer. Provide a demonstration of greeting and interacting with the customer that correctly uses the four steps.

Perform a second demonstration. This time intentionally perform one of the steps incorrectly, for example, address the customer as "Hey you," or "Lady." Ask students to identify which steps were performed correctly and which were not.

STUDENTS PRACTICE SKILL THROUGH ROLE-PLAY.
Have students practice the skill in pairs. Assign specific scenarios to students for practice. The scenarios can be written on index cards and distributed to students. Some example scenarios are:

- An elderly woman comes to the counter at the toy store where you work and asks you if you sell stuffed giraffes. You have no idea if the store carries stuffed giraffes.
- You are a cashier at a busy drugstore. Many customers have been waiting in line. You get done with one customer and the next customer standing in line is not paying attention. He is looking through his wallet. You want to get his attention so he will move up to the cashier.

CLOSURE

Initiate a brief discussion on dealing with customers. Ask students, **"Do you think you would like to work with customers? Why or why not? What do you think you would enjoy about working with customers? What do you think you might not enjoy? What did you learn today about dealing with customers?"**

MATERIALS NEEDED

1. Index cards (optional)
2. Large piece of paper or posterboard (optional)

UNIT OVERVIEW

UNIT 9: WHAT IF I CAN'T MAKE IT TO WORK?

LESSON 1	THE FOUR RULES OF GOOD ATTENDANCE Describe the importance of good attendance and punctuality. State the four rules for good attendance: Why, When, Who, How Discriminate between acceptable and unacceptable reasons for missing work.
LESSON 2	WHO TO NOTIFY AND WHEN Determine the appropriate timing for giving notice of absence from work. Determine the appropriate person to notify in case of absence.
LESSON 3	NOTIFYING YOUR SUPERVISOR WHEN YOU MUST BE ABSENT Provide a clear, complete, and respectful explanation for the reason why you must miss work.
LESSON 4	BEING ON TIME Identify ways to make certain you are on time for work.

UNIT 9 WHAT IF I CAN'T MAKE IT TO WORK?
Lesson 1 The Four Rules of Good Attendance

OBJECTIVES

1. Describe the importance of good attendance and punctuality.
2. State the four rules for good attendance: WHY, WHEN, WHO, HOW
3. Discriminate between acceptable and unacceptable reasons for missing work.

INTRODUCTION

"When employers are asked what they consider to be the most important traits of employees, they often state that one of the most important traits is good attendance. Employers want their workers to show up for work and to show up on time. Even if you have excellent attendance, there may be times when you must miss work because of illness or for some other reason. In those cases it is important to notify your employer as soon as possible and in a respectful way. Today we are going to learn four rules for good attendance."

ACTIVITIES

Read the following scenario aloud.

Marie was a bagger at a grocery store. She was scheduled to work on every Saturday from 1:00-6:00 p.m. On one Saturday morning, she went to the beach with her friends. She was having so much fun at the beach she decided to skip work and spend the rest of the day with her friends. "One of the other baggers can fill in for me," she told herself. Marie didn't call her supervisor. At 1:15 that day, the store was swamped with customers doing their shopping for the weekend. The customers complained to the cashiers because the lines were so slow. The cashiers complained to the supervisor because no one was there to help them bag the groceries. When the supervisor realized Marie had not shown up, he telephoned four workers, trying to find a replacement. He couldn't reach three of them and the other person already had plans. The supervisor had many other things he had to do that day, but he ended up bagging groceries. When Marie came to work later that week, he told her, "We need dependable workers at our store. If you have a good reason for missing work, you need to notify me before your scheduled shift. The store has a policy: two no-shows and the worker is terminated."

Discuss what happens when an employee is scheduled to work but does not show up (supervisor has to try to call someone else in to work, supervisor and co-workers may have to work harder to get the job done, worker may be written up, passed up for future promotions, or fired).

Present the four rules for good attendance using handout, ATTENDANCE ON THE JOB. Have students read the four rules aloud. You may want to have students underline or highlight the four keys words, WHY, WHEN, WHO, and HOW and have them memorize these trigger words.

1. WHY - Your reason for missing work had better be a good one. It should be a reason that your boss will accept.

2. WHEN - Whenever possible, if you are going to be absent, give your employer enough time to find someone to take you place.

3. WHOM - When you call in, make sure to talk to someone responsible - usually the person in charge of supervising your work. If you don't, your message may never reach your employer.

4. HOW - When you talk to your employer, your reason for missing work should be explained clearly, completely, and respectfully.

Discuss acceptable reasons for missing work. Guide students in discriminating between acceptable and unacceptable reasons for missing work by using handout, SORRY, BOSS. Complete the first several examples as a class to ensure students are making correct responses. When completed, go over the worksheet as a class.

Ask students to think about their own attendance habits at school or work using the worksheet WHY DO YOU MISS WORK? When completed, discuss specific ways a person might improve their attendance. Have students turn over the paper and list specific ways he/she could improve in attendance.

Point out that excessive absences, even if the worker has acceptable reasons, can cause a problem on the job.

CLOSURE

Write a sentence about why it is important to have good attendance and to come to work on time.

Think of two examples of good reasons for missing work.

SUGGESTED FOLLOW-UP

View video, WORKING I, Being on Time (James Stanfield Co.)

MATERIALS NEEDED

1. Handout: ATTENDANCE ON THE JOB (from *Job Survival Skills*, Education Design, Inc., 1990)
2. Handout: SORRY, BOSS (from *Job Survival Skills*, Education Design, Inc., 1990)
3. Handout: WHY DO YOU MISS WORK? (from *Job Survival Skills*, Education Design, Inc., 1990)
4. Video, WORKING I, Being on Time (James Stanfield Co.) - optional

UNIT 9 WHAT IF I CAN'T MAKE IT TO WORK?
Lesson 2 Who to Notify and When

OBJECTIVES

1. Determine the appropriate timing for giving notice of absence from work.
2. Determine the appropriate person to notify in case of absence.

INTRODUCTION

"Take out your handout, RULES FOR ATTENDANCE. Let's review the four rules for good attendance that we learned yesterday. Yesterday we discussed Rule #1, today we will talk about Rules #2 and #3."

ACTIVITIES

Have a student read Rule #2 aloud. Ask students, **"What is meant by giving <u>enough</u> time?"** Point out that the amount of time given will vary depending upon the reason, i.e., whether the situation is an emergency/unexpected occurrence or a special occasion that is known in advance. Provide several examples of both categories.

Distribute copies of IS MY TIMING OFF? and read the top section as a class. Complete the first few items as a class to ensure that students are able to apply the rule to each item.

Refer students to Rule #3 on their handouts. Discuss the importance of contacting the appropriate person if you must be absent or late for work. Describe possible consequences of informing the wrong person (the supervisor may never get the message) and what to do when your supervisor cannot be reached.

"Oftentimes an employee will call their place of work to notify their supervisor that they must miss work and find that their regular supervisor is not at work or is not available. Who should the employee talk to? Present these key points:

- **You need to know who to contact if your supervisor is not at work or is not available. When you are first hired, ask your supervisor who you should notify when you must be absent or late.**
- **You should know the name and telephone number of the person to contact when you cannot reach your supervisor. These names and telephone numbers (supervisor and one additional contact person) should be written down and kept in the your wallet or purse."**

CLOSURE

Encourage students who are currently employed to do find out the following information, write it down, and keep it in their wallet. Consider giving extra credit to students who do this.

1. Name and telephone number of the person to contact if they must be absent or late.
2. Name and telephone number of the person to contact if the supervisor is not available.

MATERIALS NEEDED

1. Handout: IS MY TIMING OFF? (from *Job Survival Skills,* Education Design, Inc., 1990)

UNIT 9 WHAT IF I CAN'T MAKE IT TO WORK?
Lesson 3 How to Notify Your Supervisor When You Must Be Absent

OBJECTIVE

1. Provide a clear, complete, and respectful explanation for the reason why you must miss work.

INTRODUCTION

"When you contact your supervisor because you must be absent or late it is important that your explanation is clear, complete, and respectful. Today we will practice making appropriate explanations. Take out your handout, RULES FOR ATTENDANCE."

ACTIVITIES

Have a students read Rule #4 using handout, ATTENDANCE ON THE JOB. Illustrate the rule by presenting the following example and non-example.

"Listen carefully as I read this scenario. Think about the question, Is the worker's explanation clear, complete, and respectful? Why or why not?"

Example of Rule #4

David works at Burger King. He has come down with the flu, so he calls his supervisor to say that he can't come to work that afternoon.
"Hello, Mr. Lindsey. This is David Jones. I'm scheduled to work at 4:00, but I'm calling to say that I will not be able to come to work today. I've been sick since last night and I think I have the flu. I hope you can find someone to fill in for me. I'll call you this afternoon to let you know if I'll be able to work tomorrow."

Ask, **"Is this explanation clear? Is it complete? Is it respectful?"**

Non-example of Rule #4

Michelle twisted her ankle and has to go to the doctor to have it checked out. She calls her supervisor at Sears and tells her, "I twisted my ankle last night so you better tell Mark to come in today."

Ask, **"Is this explanation clear? Is it complete? Is it respectful?"**

Have students practice making clear, complete, and respectful explanations. Divide students into pairs. One student plays the worker and the other plays the supervisor. Provide students with a situation. Situations should include both notifying in case of emergency (by telephone) and giving advance notice because of a non-emergency event (in person).

After each practice notification, the "supervisor" should provide feedback by answering the questions, Was the explanation clear? Was it complete? Was it respectful?

CLOSURE

As a class or independently, have students complete handout, PUTTING IT ALL TOGETHER. Review as a class.

MATERIALS NEEDED

1. Handout: PUTTING IT ALL TOGETHER (from *Job Survival Skills*, Education Design, Inc., 1990)

UNIT 9 WHAT IF I CAN'T MAKE IT TO WORK?
Lesson 4 Ways to Assure You are on Time

OBJECTIVE

1. Identify ways to make certain you are on time for work.

INTRODUCTION

"Planning ahead makes it much easier to get to work on time. Let's talk about things you can do to get to work on time."

ACTIVITIES

Write two headings on the chalkboard, PROBLEMS and SOLUTIONS. Ask students, **"Are you ever late to school or work? If so, why? Let's list the reasons on the chalkboard. For each reason, let's think of a possible way to avoid the problem."** List responses under the heading SOLUTIONS. Solutions may include: setting clothes out the day before, arranging for a ride to work a few days ahead of time, setting the alarm clock instead of waking up on your own.

Point out that many of the solutions involve planning ahead. For example, if the problem has been missing the bus to work, a solution might be planning to leave 10 minutes earlier for the bus. In order to plan ahead, you must know in advance what days you are working and at what time. It is helpful to make a copy of your work schedule, post it in a place where you will see it every day (for example, on your dresser mirror or taped inside your school notebook), and check it frequently.

Review use of a calendar to record one's work schedule. (Reading a work schedule is covered in Unit 6, Lesson 3.) Key points to review:

KEEPING TRACK OF YOUR WORK SCHEDULE

1. The schedule is usually posted every week or every two weeks.

2. The schedule is usually posted on a bulletin board where employees will see it. (next to the time clock or near the employee lounge).

3. Employees should check the work schedule as soon as it is posted.

4. If you do not work on a regular basis and your job is a long distance from your home, ask your employer if it is okay to telephone and ask for your schedule.

5. Buy a small notebook and use it just for writing down your work schedule. Bring the notebook to work with you. Carefully copy your work schedule into the notebook. Use the same notebook every time.

6. At home, copy your work schedule from your notebook to a calendar. Post the calendar where you will easily see it (on your bedroom mirror or on the refrigerator door).

7. Share your work schedule with family members that need to know what hours you will be working. This is especially important if you will be counting on someone in your family to give you a ride to or from work.

8. Now that you know your schedule, ask yourself, "Are there any special arrangements or planning I need to do to work these hours? For example, check the bus schedule, do schoolwork ahead of time, etc.

If necessary, also distribute handout, SAMPLE WORK CALENDAR. This is an example of using a calendar to write down a work schedule. If your work schedule is posted at your place of work, copy the schedule onto your own calendar. It is easy to forget if you have not written it down!

CLOSURE

Have students practice transferring work schedules onto a calendar.

Have each student name one thing they can do to make certain they are on time for school or work.

SUGGESTED FOLLOW-UP

Encourage students who are employed to copy their own work schedules on a personal calendar and post it someplace where they will see it every day.

MATERIAL NEEDED

1. Handout: SAMPLE WORK CALENDAR (optional)

SAMPLE WORK CALENDAR

March 1993 David's work schedule (200)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6 12:00-5:00 ask Mr. Miller about 3/27
7 on-call (call Mr Miller by 9:30) 235-6951	8	9	10	11	12	13 9:00-5:00
14	15 SPRING BREAK → 12:00-5:00	16 12:00-5:00	17 12:00-5:00	18 12:00-5:00	19 12:00-5:00	20 12:00-5:00
21 on-call	22	23	24	25	26	27 off trip to Arizona
28	29	30	31			

February 1993

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

April 1993

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Revised 3/20/93

UNIT OVERVIEW

UNIT 10: HOW WILL I GET TO WORK?

LESSON 1 — TELEPHONING FOR BUS ROUTE INFORMATION
Identify types of local public transportation.
Telephone the transit office for route and schedule information.

LESSON 2 — READING MAPS AND SCHEDULES (Location to Location)
Learn to read a bus or trolley schedule according to the bus route map information.

LESSON 3 — READING MAPS AND SCHEDULES (Reading Time Schedules)
Learn to read a public transportation schedule according to times of bus arrival and departure.

LESSON 4 — SELECTING A BUS OR TROLLEY ROUTE
Select a bus or trolley route based on length of travel time, wait time, and safety.

LESSON 5 — PLANNING TO TRANSFER
Learn how to plan a transfer on public transportation.

LESSON 6 — SAFE AND APPROPRIATE BEHAVIOR WHEN USING PUBLIC TRANSIT
State general rules for safe and appropriate conduct when using public transit.
Know basic safety precautions to take when using public transit.

LESSON 7 — PROBLEM-SOLVING TRANSPORTATION PROBLEMS
Problem-solve situations relating to transportation.

UNIT 10 HOW WILL I GET TO WORK?
Lesson 1 Telephoning for Bus Route Information

OBJECTIVES

1. Identify types of local public transportation.
2. Telephone the transit office for route and schedule information.

INTRODUCTION

"Most cities have some type of public transportation such as buses, trolleys, or subways. What types of public transportation are available here (in our city)? *(Teacher lists these on the chalkboard.)* **Many people rely on the public transportation to get to and from work. It can take some time to learn how to use public transportation. One of the first things a person needs to do before using public transit is find out route and schedule information. Today we'll learn how to telephone for route and schedule information."**

ACTIVITIES

Refer again to the list of types of public transportation listed on the chalkboard. Briefly discuss possible advantages to using public transit. Advantages could include: inexpensive compared to a car or taxi, no driver's license is required, it's convenient, it's environmentally sound, public transportation is usually on time, a person does not have to depend on others for a ride, a person can read or relax, unlike when driving a car.)

Tell students that they will be learning how to call the Transit Office (the office in charge of buses) to find out how to get from one place to another. It is important to know how to call for specific bus routes because there are many different routes, each with its own schedule. If you call ahead, you can get the information you'll need to get where you want to go at the right time. Calling ahead saves time and can save you money you might have wasted on taking the wrong bus.

Teacher distributes handout, TELEPHONING FOR BUS ROUTE INFORMATION, and presents the seven steps.

TELEPHONING FOR BUS ROUTE INFORMATION
Seven Steps

1. Get a pen and paper ready. Have this list ready, too.

2. Write down these three things:
   1. Where you will be leaving from (This is your **starting point.**)
   2. Where you want to go. (This is your **destination.**)
   3. What time you would like to arrive at your destination.

3. Have the telephone number to the Transit Office ready. In most cities, this number can be found in the yellow pages listed under Public Transportation. In San Diego, the number for the transit office is 233-3004.

4. Call the Transit Office. When the clerk says, "How may I help you?" tell him/her the three things you listed in STEP #2: Where you are (your starting point), Where you want to go (your destination) , and what time you would like to get there.

5. Listen carefully to the directions the Transit Office clerk gives you, and write them down. (The directions may be lengthy or may speak at a fast pace. If it is difficult to understand the directions, ask the clerk to please repeat the directions or repeat them more slowly. Do this before moving on to the next step.)

6. Read the directions back to the clerk to make sure that you understood him/her correctly.

7. Thank the clerk or giving you the bus route information.

TEACHER MODELS THE SKILL
Tell students that you will show them how to use these seven steps. **"Listen and watch as I follow the seven steps for calling for bus routes."** (Teacher may present a mock telephone call using the teacher assistant as the Transit Office clerk and, if there is a telephone available in classroom, present another demonstration in which he/she actually calls the Transit Office. Teacher should model at least one example in which the caller must ask for the directions to be repeated.

SAMPLE SCRIPT FOR TEACHER MODELING MOCK TELEPHONE CALL

Steps 1-3 Teacher demonstrates these steps on chalkboard.

Step 4 The Transit Office clerk answers, "How may I help you?"
Caller says, **" I want to go from San Diego State University to the San Diego Zoo. I would like to be at the zoo by 12:00 noon. Could you please tell me which bus to take?"**

Step 5 Caller listens carefully, and writes down information. ("From SDSU, you take bus #115 which takes you downtown. This bus leaves from SDSU every 20 minutes, so you can get it at 11:00 or 11:20. Get off this bus at 10th and C Street. Walk east to 11th and B Street and get on the #7 or #7b bus. This bus also runs every 20 minutes. Bus #7 or 7b will take you right to the zoo."

Step 6 Caller reads back the directions that have been written down. (**"From SDSU.... Did I get that right?**)

Step 7 Thanks the informer. (**"Thank you very much."** Hangs up phone.)

TEACHER GUIDES STUDENTS THROUGH REVIEW OF THE STEPS
Guide students through a prompted "dry run" telephone call to the Transit Office.

Tell students, **"Let's pretend that you are at Horton Plaza** (or other location in your city) **and want to go to Sea World** (or other location in your city). **You want to be at Sea World by 10:00 a.m."**

"What materials should you have ready before you call? (Pen and paper) **Get them out now."**

"What should you write on your paper?" (Horton Plaza to Sea World by 10:00 a.m.)

"What number do you call?" Pretend to dial this number.

"When the Transit Authority answers and says, 'May I help you?' what do you say?" (I am at Horton Plaza and I want to go to Sea World. I want to be there by 10:00 a.m. Could you tell me what bus to take?)

"Listen carefully and be ready to write down directions." Teacher reads the following directions. **"Take bus #110 right from Horton Plaza to Sea World. It leaves every 20 minutes, so you can leave Horton Plaza at 9:20."**

"After you have written down directions, what do you do next?" (Repeat them back.)

Teacher calls on a few students to repeat back the directions. "I take bus #110 right from Horton Plaza to Sea World. I can leave Horton Plaza at 9:20. Is that right?"

"What is the last thing you do before hanging up?" (Thank the person for the information.)

STUDENTS PRACTICE THE SKILL BY DOING MOCK TELEPHONE CALLS.
Ask students to think of a local destination. They must also think of a starting point and a time by which they would like to be there. If student is already working or interested in working at a specific location, this location would make a good "practice" destination.

Students complete Steps 1-3 at their desks and can complete the remaining steps using telephones that are not plugged in or, if telephone is not available, by simply practicing with teacher or assistant. The teacher can give mock bus route information.

Monitor performance to provide immediate feedback, correct errors, and to recognize success. Continue unprompted practice on unplugged phones until students are consistently proficient.

STUDENTS TELEPHONE THE TRANSIT OFFICE
When students have mastered their skills on unplugged phones, have them make the actual phone call to the Transit Authority. Monitor performance closely and provide immediate feedback.

CLOSURE
As a class, discuss any problems that arose during telephone calls. Students may require continued an ongoing practice telephoning the Transit Office. Ask students to choose two starting points and destinations to use for additional telephone practice in future lessons.

MATERIALS NEEDED
1. Handout: TELEPHONING FOR BUS ROUTE INFORMATION
2. Telephone

SOURCE: Script adapted from Mobility Skills for Youth with Handicaps, by Patricia L. Patton and Trese Sweet.

TELEPHONING FOR BUS ROUTE INFORMATION

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1. Get a pen and paper ready.

2. Write down these three things: (1) where you are; (2) where you want to go; and (3) what time you would like to arrive at your destination.

3. Have the telephone number to Transit Authority ready. (In most cities, this number can be found in the yellow pages listed under Public Transportation. In our city, the number to the transit authority is 233-3004.)

4. Call the Transit Authority. When the person says, "How may I help you?" tell them where you are, where you want to go, and the time you would like to get there.

5. Listen carefully to the directions that they give you and write them down.

6. Read the directions back to the person you are talking to, to make sure that you understood them correctly.

7. Thank them for giving you the bus route information.

UNIT 10 HOW WILL I GET TO WORK?
Lesson 2 Reading Maps and Schedules (Location to Location)

OBJECTIVE

1. Learn to read a bus or trolley schedule according to the bus route map information.

NOTE: Before class it might be helpful to write a starting point and destination on an index card that is matched with each bus or trolley schedule. These can be passed out to students with the corresponding bus schedule during the independent practice segment of the lesson.

INTRODUCTION

"Employers want to hire workers who have reliable transportation to work. One way a good employee can make sure that he/she always gets to work on time is to know how to use the bus and trolley systems accurately and safely. The bus and trolley system is rather complicated, however, so we will spend some time today figuring out how to plan a trip from one place to another."

ACTIVITIES

Pair students together and pass out a copy of the same bus route (available at local transit office) to each pair of students. Point out the following items to students:

1. The schedule number of the bus (indicated on front and sometimes the side of bus).

2. The name of the bus route (origin and final terminating point are indicated on the front of the bus).

3. Transfer points along the way (indicated by icons on the schedule).

Have students locate specific items on the schedule they are using. For example, have them find the intersection of Maple Street and Town Avenue or have them put their finger on the downtown shopping mall. Give students at least 5 items to locate. Check for accuracy. Give more items if additional practice is needed.

Give students a starting point and an arbitrary destination located on the bus route they are using. Have them follow the bus route with their finger until they reach the destination point. Ask student to identify how many stops are located between the starting point and destination. Ask for the name of the last street intersection before their destination. Point out that these are important things to note when planning your travel route.

Pass out assorted schedules (one to each pair of students). Using new examples and destinations, instruct students to find the same information as above for the given starting point and destination on their new route. (How many stops come between the starting point and destination; and, what is the last intersection before the destination point.)

When each pair of students has completed this assignment, have them trade maps with another pair of students and repeat the exercise, or using the same map, assign each pair a second starting point and destination.

CLOSURE

Tell students, **"Tomorrow, we will practice using the time schedules printed on the reverse side of your map."**

MATERIALS NEEDED

1. Several copies of assorted bus or trolley routes (available from your local transit office)
2. Several copies of one particular bus or trolley route (enough for you and each pair of students participating in the lesson)
3. Index cards with starting points and destinations that correspond to each route schedule

UNIT 10 HOW WILL I GET TO WORK
Lesson 3 Reading Maps and Schedules (Reading Time Schedule)

OBJECTIVE

1. Learn to read a public transportation schedule according to times of bus arrival and departure.

NOTE: This lesson is specific to San Diego. Modify lesson to accommodate transit system in your area.

INTRODUCTION

"When using public transportation you need to know how to read schedules and maps. A bus schedule is usually set up according to the time of the day. Make certain to pay attention to a.m. and p.m. The schedule is divided into sections according to days. Monday - Friday will usually be separated from weekends and holidays. Most bus schedules have a map showing the route. The map will have a legend which will identify transfer stations, terminals, and bike stops."

ACTIVITIES

Obtain a few bus schedules from your local transit store. Have students work in pairs, everyone should have the same bus schedule. Start by pointing out the information below. Have students follow along by locating on the schedule the section corresponding to teacher information. Identify a specific day and location and have students put their finger on it. Tell the students what time they will be departing from that location and what their destination will be. Ask students to tell you what time they will arrive.

1. The times given for traveling on a bus route are listed two ways: a) from the point of origin to the terminating point (SDSU to South Spring Valley) and b) from the terminating point to the point of origin (South Spring Valley to SDSU).

2. Buses on the same route will not make all the stops (two buses on Route 13 may not both stop at 5th Ave and Main St.). It is important to check and make certain you are on the correct bus for your stop. You can check this information by calling the Transit Store as practiced in a previous lesson.

3. Sundays and holidays have a different time schedule.

4. Transfer points on the time table are marked by an icon.

5. The time listed is the time of departure from that location.

EXAMPLE: Use Bus Schedule #9. Tell students to get on Bus#9 at Sapphire and Mission Blvd. at 9:45 a.m. on Monday morning. Have students determine the time they will arrive at Sea World.

Repeat this activity with various destinations on different days/times. When students are proficient with simple routes, introduce more complicated routes which include transfers. Follow the same format as above. When transferring, the key is to identify the transfer station.

CLOSURE

Have students choose three starting points and destinations. Have them obtain the proper bus schedule and record route information. If students are working or interested in a specific job have them record the route they would follow to get to work.

MATERIALS NEEDED

1. Numerous copies of the same bus schedule

UNIT 10 HOW WILL I GET TO WORK?
Lesson 4 Selecting a Bus or Trolley Route

OBJECTIVE

1. Select a bus or trolley route based on length of travel time, wait time, and safety.

INTRODUCTION

Tell students, **"Today, we will talk about the critical points that help us plan a safe and successful travel route when using public transportation."**

ACTIVITIES

NOTE: Before class, teacher should choose a starting point and a destination to use as an example for students. Make overheads of more than one route to the destination, preferably using a different color to highlight each route.

Show students the overhead and tell them that you were just hired at a store located at the destination and you need to figure out the best route to get to the job each day. Point out the different routes. Explain that each route is different in terms of how much time it will take to arrive at the destination, how much time you will wait at each transfer location, and whether you will feel safe waiting at the transfer locations.

Guide students through an evaluation of the three items listed above (total time to destination, wait time for transfers, safety at transfer locations). Using the information gathered from the evaluation, have students choose the best route to the given destination.

Group students in pairs. Pass out a copy of the same bus route to each pair of students. Give them a starting point and a destination. Provide 2-3 routes to get to the destination. Each route should vary in the total travel time, number of transfers (if any) required, and possibly even safety at transfer location. Safety is a variable that one may not be familiar with in area and know if it is well-populated, well-lit, etc. Ask them to evaluate with their partner which would be the best route based on the three factors previously discussed in this lesson.

Lead a class discussion on which route is best and why.

Continue practicing with two to three more sample destinations until students demonstrate consideration of all three criteria when choosing the "best route." (Students will be able to evaluate safety only if they know the area).

Tell students that it is helpful to locate a "landmark" (a permanent structure such as a building, sign, or billboard) to indicate when to get off the bus/trolley. On their first trip on the bus, they should observe any structures that could be used as a landmark.

CLOSURE

Ask students to list the three criteria for determining a safe bus/trolley route and to tell why these are important factors in determining which route is the best one.

MATERIALS NEEDED

1. Overheads of bus/trolley routes
2. Two or three different colored highlighter markers
3. Several copies of the bus/trolley routes shown in the overheads

UNIT 10 HOW WILL I GET TO WORK?
Lesson 5 Planning to Transfer

OBJECTIVE
1. Learn how to plan a transfer on public transportation.

INTRODUCTION
"Remember a few days ago I told you about bus and trolley transfers. A *transfer* is getting off one bus or trolley and getting onto another bus or trolley in order to get to your destination. Often, one bus or trolley will not take you directly where you need to go. In this case, you may need to transfer. Today we are going to spend some time talking about how to plan a transfer on public transportation."

ACTIVITIES
When you need to use more than one bus or trolley to get to a single location, you will need to request a transfer slip (also called a *transfer*) from the bus driver. You will give this slip to the driver on the second bus instead of money. Without a transfer, you would have to pay bus fare on the second bus.

- A person can only get a transfer slip when going to one location and in one direction.
  (For example, you can get a transfer if you are going to the mall and you need to take more than one bus to get there.)

- A *transfer* is a small piece of paper that the bus driver will give to a person who requests it when first boarding the bus.
  (When you get off the bus and you get onto the next bus, you will give the transfer slip to the second bus driver instead of paying to board the bus.)

Tell students that when they are going to make a bus/trolley transfer, they must request the transfer slip when they first board the bus. If they do not, they will have to pay to get on the next bus.

When asking for a transfer slip, you only need to say, "May I have a transfer, please?" When you have given the driver your money for the bus ride, the driver will give you the transfer slip for your next bus.

Impress upon students the importance of not losing the transfer slip. They CANNOT get a new one. If the transfer slip is lost, they must pay again to ride the next bus.

If you need to take a third bus to get to your destination, you can ask for another transfer when you first get on the second bus.

CLOSURE

Check students' understanding by asking questions regarding procedures for using transfers on the public transportation system.

Have students write down (or repeat aloud) the full procedure for using a bus/trolley transfer.

MATERIALS NEEDED

None

UNIT 10 HOW WILL I GET TO MY JOB?
Lesson 6 Safe and Appropriate Behavior When Using Public Transit

OBJECTIVES

1. State general rules for safe and appropriate conduct when using public transit.
2. Know basic safety precautions to take when using public transit.

INTRODUCTION

"Some of you may be used to riding on a school or camp bus. Behaviors that are appropriate on a school bus may not be considered appropriate or safe on a public bus or trolley. Let's talk about some specific things you can do to use public transit safely and appropriately."

ACTIVITIES

List the following behaviors on the chalkboard. Ask students to indicate which behaviors are okay on a school or church bus and which would be okay on a public bus, trolley, or subway.

Calling to a friend in the front seat when you are seated in the back

Talking or laughing loudly

Offering your seat to an elderly person or a person with a physical disability

Playing a personal radio

Eating or drinking

Smoking

Reading the newspaper

Talking quietly to the person next to you

Sleeping

Singing

Tell students, **"It is important to remember these guidelines when riding public transportation."**

Traveling safely means being prepared in case something goes wrong. Here are some typical problems that can occur when using public transit. Read each item aloud to students or copy onto index cards and have students read aloud. Encourage students to share their ideas for how to handle each emergency situation.

Problem #1 You become lost or ill.
Seek help from the bus driver or an official, such as a policeman, store clerk, restaurant manager, etc. You may need to call home or call a friend, so carry these telephone numbers in your wallet. You will also need change for a pay phone.

Problem #2 A stranger is bothering you.
Ignore the stranger and walk away if possible. If the stranger continues to follow you or talk to you, seek help from the bus driver or an official such as a police officer, store clerk, etc. Stay around other people.

Problem #3 You get on the wrong bus.
Tell the bus driver you have boarded the wrong bus. Tell him where you want to go and ask him how you can get there. You may need to get off the bus and take an opposite bus. Before you do this, make sure the area where you get off the bus is safe.

Problem #4 You miss your bus.
Try to find out when the next bus comes. If the next bus does not come for a long time, you may need to telephone home or work to notify them that you will be late. You will need to have these telephone numbers available in your wallet. You will also need change for a pay phone.

CLOSURE

Point out two important precautions that everyone should take when using public transit.

1. Carry extra money (including change for a pay phone) in case you need to make a phone call or pay for an unexpected bus fare.

2. Carry the telephone numbers of anyone you would need to contact in case you became lost, stranded, or late. This could include family, friends, and your employer. Keep these in your wallet.

MATERIALS NEEDED

1. Index cards (4) (optional)

UNIT 10 HOW WILL I GET TO MY JOB?
Lesson 7 Problem-solving Transportation Problems

OBJECTIVE
1. Problem-solve situations relating to transportation.

INTRODUCTION
"When you are hired, it is considered your responsibility to get yourself to and from work. You are responsible for the expense of transportation, as well as getting yourself to work on time. If you have a problem with transportation to work, you may need to get some help to problem-solve. Sometimes the solution may be quite simple."

ACTIVITIES
Distribute copies of handout, PROBLEM-SOLVING TRANSPORTATION PROBLEMS. As a class, have students respond to questions and discuss

MATERIALS NEEDED
1. Handout: PROBLEM-SOLVING TRANSPORTATION PROBLEMS

PROBLEM-SOLVING TRANSPORTATION PROBLEMS

DIRECTIONS: Read each scenario and answer the questions.

Mike has been working at a food stand at the San Diego Zoo. He really enjoys his work and wants to do well. He has to use the public bus to get to work every Saturday and Sunday. He starts work at 10:00. He catches a bus near his house at 8:20 on Saturday morning and goes downtown. From there he transfers to a bus which goes directly to the zoo. Twice during the past week he has missed the first bus by just a few minutes. One time he was looking for his employee ID card, the other time he couldn't find the right change for the bus fare. By the time he waited for the next bus, he was 40 minutes late to work.

1. What could Mike do differently to avoid missing the bus?

2. Should Mike try to arrange another way to get to work?

Marsha works at a department store in Fashion Valley Shopping Mall. Everyday, right after school, she takes the 3:01 bus to Fashion Valley. This gives her 20 minutes to get her things from her locker and walk to the bus stop. Lately she's been walking with her friends. They want to stop and talk to other friends and Marsha sometimes loses track of time. She ends up either running to catch the bus or missing the bus altogether.

1. What does Marsha need to do to be certain that she catches the correct bus?

2. What will happen to Marsha if she continues to miss the bus?

UNIT 10 HOW WILL I GET TO WORK?
Lesson 7 Problem-solving Transportation Problems
Handout, pg. 2

Joanne and Maria both work at Office Club. Maria's father takes her to and from work and Joanne has been riding with them. Maria and Joanne both work the same shift and live near each other. Three times in the last month, Joanne has waited at home for Maria to pick her up for work but Maria never showed. When Joanne asked her about it, Maria said, "Oh, I'm sorry. We were in a hurry. I forgot about you."

1. What does Joanne need to do to make certain that she will always have transportation to work?

_____

_____

2. Is it Maria's responsibility to make sure that Joanne always has transportation to and from work?

_____

Jose has just recently gotten a part-time evening job at Burger King. His mother gets home from her own work around 3:00 p.m. everyday. Since Jose doesn't need to be at work until 4:00 p.m., his mother is able to drive him to work. One day Jose's mother calls to let him know that she will be working overtime and can't take him to work that evening. She tells him that he will need to take the bus to work but that she will pick him up after his shift. Jose's mother has taken him to work everyday since he got this job and he doesn't know which bus will get him to work or what time he will have to leave.

1. What does Jose need to do to find out what bus he should take to work?

_____

_____

2. Whose responsibility is it that Jose gets to work everyday he is scheduled?

_____

UNIT OVERVIEW

UNIT 11: MANAGING YOUR PERSONAL FINANCES

LESSON 1	BANKING SERVICES List advantages of using bank.
LESSON 2	CHOOSING A BANK List important services to consider when choosing a bank.
LESSON 3	OPENING A SAVINGS ACCOUNT Know correct procedure for opening a savings account.
LESSON 4	MAKING A DEPOSIT Describe the procedure for making a deposit into a savings account.
LESSON 5	WITHDRAWING MONEY FROM YOUR SAVINGS ACCOUNT Describe the procedure for withdrawing money from a savings account.
LESSON 6	READING YOUR BANK STATEMENT Describe the procedure for reading a bank statement.
LESSON 7	USING YOUR AUTOMATED TELLER MACHINE (ATM) Understand how to use an ATM machine.

UNIT 11 MANAGING YOUR PERSONAL FINANCES
Lesson 1 Banking Services

OBJECTIVE

1. List advantages of using a bank.

INTRODUCTION

"You finally have your first paycheck. How will you cash it? You may have never had a bank account before. In this unit, we'll learn why people use banks and how to open an account."

ACTIVITIES

Have students work with partners to brainstorm why money should be kept in a bank. Teacher lists students' responses to brainstorming activity on the chalkboard. Be sure the following are included:

- Having a bank account makes it easier to get your paycheck cashed.
- A bank does not charge a fee to cash your paycheck (check-cashing stores charge a fee for this service).
- Using a bank safeguards your money. When your money is in the bank it is insured and cannot be lost or stolen.
- When you carry cash you are more likely to spend it. If your money is in a bank, you are able to take it out in small amounts.

After discussing the advantages of using a bank, explain to students the different types of services a bank has to offer, mainly checking and savings accounts. You may choose to open a savings account or a checking account. A savings account allows you to earn interest on your money, while a checking account usually does not earn interest unless you maintain a minimum balance (approximately $500.00). Have students work with partners to list advantages of using a checking and/or savings account rather than keep their money on hand.

Teacher lists advantages of savings and checking accounts. Be sure the following are included:

- Checking accounts are useful when you need to pay bills.
- Checking accounts allow you to write checks rather than send cash or money order. You should never send cash in the mail.
- Your cancelled check serves as a receipt for payment.

- You can save time by mailing your payment rather than travelling to the office you owe to make your payment.

- Your money is safe.

Tell students, **"For the purposes of this course, we will be learning how to open and use a savings account. If you should choose to open a checking account, the procedures will be similar."**

CLOSURE
For homework, ask students to identify a bank close to their home, and bring the name and address of this bank to class the following day.

MATERIALS NEEDED
None

UNIT 11 MANAGING YOUR PERSONAL FINANCES
Lesson 2 Choosing a Bank

OBJECTIVE

1. List important services to consider when choosing a bank.

INTRODUCTION

"Yesterday we determined that using a bank is safer and more convenient than cashing paychecks at a store and carrying cash. There are many banks in your community, how do you know which one to choose? You will need to shop for a bank that meets your needs. Today we will learn how to shop for a bank."

ACTIVITIES

Distribute handout, HOW TO SHOP FOR A BANK. Teacher reads aloud to the class while students follow along. Teach three general rules to shop for a bank listed below. Give students specific examples of each.

THREE RULES TO SHOP FOR A BANK

LOCATION

Always look for a convenient location. Determine whether it would be convenient for you to use a bank close to your house or your place of employment.

HOURS

Always look to see if bank hours are convenient for you. Think about what time you are able to go to the bank. Are you planning to bank during the day, in the evening, or on Saturdays?

CONVENIENCE

Always look to see if branches are available to you throughout the city. If you are not close to the branch where you opened your account, you can always conduct business at a different branch.

Distribute handout, CHOOSING A BANK. Have students read directions and complete exercise independently.

CLOSURE

In Lesson 1 homework, students were asked to identify the bank(s) closest to their home. Using that information, assign homework from today's lesson. Have students call or visit the bank nearest their home and obtain the information needed to shop for a bank. They will already know the location, so they will need to find out the bank's hours and whether or not the bank has other branches. If it does, where are they? Are they near other places you go often, for example, a shopping mall or your school or work?

MATERIALS NEEDED

1. Handout: HOW TO SHOP FOR A BANK
2. Handout: CHOOSING A BANK

HOW TO SHOP FOR A BANK

Location

Always look for a convenient location. Determine whether it would be convenient for you to use a bank close to your house or your place of employment.

Hours

Always look to see if bank hours are convenient for you. Think about what time you are able to go to the bank. Are you planning to bank during the day, in the evening or on Saturdays?

Convenience

Always look to see if branches are available to you throughout the city. If you are not close to the branch where you opened your account, you can always conduct business at a different branch.

CHOOSING A BANK

The purpose of this activity is to illustrate how different banks serve different needs.

DIRECTIONS: Look at the hours offered by each bank. Read the description below and choose the best bank for Betty.

Bank of the City	First Bank
HOURS	HOURS
Monday-Thursday 9:00am-3:00pm	Monday-Thursday 9:00am-4:00pm
Friday 9:00am-5:00pm	Friday 9:00am-7:00pm
Saturday 10:00am-2:00pm	Saturday 9:00am-2:00pm

Betty wants to open a savings account.

- She knows that she should decide on a bank that is near her home or place of employment. Both banks have branches near her work and home.
- She knows that she will not be able to go to the bank on any school day between 7:30am and 2:30pm. She also could not go on M, W, Th, or Sat from 4-9:30pm because she will be at work.

Which bank is more convenient? _____

Explain your answer _____

_____

If you were choosing a bank for yourself, what services would you look for?

_____

_____

UNIT 11 MANAGING YOUR PERSONAL FINANCES
Lesson 3 Opening a Savings Account

OBJECTIVE

1. Know correct procedure for opening a savings account

INTRODUCTION

"Yesterday we learned how to shop for a bank. Which of you contacted a bank and learned about its hours and other branch locations? Would the bank you contacted be a good choice for your banking needs? (Check student responses.) **If the bank you called does not meet your needs, call some other banks. When you have chosen a bank, you will need to open an account there. Today we will learn the procedure for opening a savings account."**

ACTIVITIES

Teacher will present vocabulary used in the procedure to open a savings account. Have students take notes on presentation. Teachers should stress definitions including signature card, passbook, withdrawal, deposit, and interest.

SIGNATURE CARD - a small paper signed when opening a bank account and used as a record of your signature.

PASSBOOK - a record of how much money is in your account. It will have your personal account number and will list all deposits and withdrawals. You will receive your passbook when you open your account.

WITHDRAWAL - when you take money out of your account.

DEPOSIT - when you put money into your account.

INTEREST - the money the bank pays you for leaving your money in the bank.

Distribute and explain handout, OPENING A SAVINGS ACCOUNT. Have students complete independently.

CLOSURE

Tell students that when they have chosen a bank, they must go to the bank and pick up an application to open a savings account. They can obtain the application by asking a New Accounts Representative (usually located in the lobby of the bank). Remind students that when asking for an application, always ask for two (in case of mistakes). Offer to help them complete the application in class if they would like to bring it in.

FOLLOW-UP

Invite a new accounts representative to visit classroom and discuss bank procedures.

MATERIALS NEEDED

1. Handout: OPENING A SAVINGS ACCOUNT

OPENING A SAVINGS ACCOUNT

In order to open an account you will need to bring two pieces of ID and your social security card. The new accounts representative will ask you to fill out a form including your full name, address, date of birth, phone number, and mother's maiden name. After filling out the form you must complete a signature card.

DIRECTIONS: Write the information on the card below. If you do not have a Social Security number or a job, leave those lines blank.

Name: _____

Address: _____

Zip Code: _____ Date of Birth: _____

Mother's Maiden Name: _____

Home Phone: _____ Work Phone: _____

Employer: _____

Social Security Number: _____

Identification: _____

Signature: _____

UNIT 11 MANAGING YOUR PERSONAL FINANCES
Lesson 4 Making a Deposit

OBJECTIVE
1. Describe the procedure for making a deposit into a savings account.

NOTE: Prior to this lesson, teacher should obtain multiple copies of deposit slips and withdrawal slips from various local banks.

INTRODUCTION
"Yesterday we learned how to open a savings account. In the next lessons, we will learn how to make bank transactions. A bank transaction occurs each time you make a deposit or withdraw money from the account. Today we will learn how to make a deposit (put money into the account.) In order to make a deposit you must fill out a deposit slip. The deposit slip serves as a record of how much money you put into your account."

ACTIVITIES
Explain the key points of a deposit slip. Teacher should familiarize students with form by introducing key points.

KEY POINTS OF A DEPOSIT SLIP

1. personal account number
2. date of deposit
3. full name
4. full address
5. signature line (if getting cash back from deposit, will have to sign in front of teller)
6. area for bank use only
7. currency (paper money)
8. coins
9. checks
10. subtotal (total amount listed above)
11. less cash (amount of cash you want to retain)
12. total deposit (total amount to go into account)

Distribute handout, FILLING OUT A DEPOSIT SLIP. (Teacher may want to make an overhead transparency of this page to use during lesson.) Guide students in filling out the sample deposit slip correctly.

Point out to students that each bank makes its own deposit slips, so they might look different than the one they have completed. Tell students that all deposit slips will show the name of the person, the account number, and the amount of money deposited at that visit. Pass around deposit slips from several different banks for students to view.

After viewing several examples, distribute one deposit slip to each student. Write the following information on the chalkboard and closely monitor as students fill complete information for the deposit slip they received.

Information for completing deposit slip

Account Number	37876-22107-3
Amount Deposited	$27.69

Repeat this procedure several times, allowing students opportunity to fill in differing deposit slips. Change dollar amount of deposit each time. Include at least 2 examples that practice depositing cash only, check only, cash and check, and less cash received. Examples provided below.

a) a check for $307.86
b) a check for 702.31 and $47.50 cash
c) $2.50 in quarters and $17.00 in single dollar bills
d) a check for $47.00 and depositor wants to keep $10.00 in cash

Distribute handout, ENDORSING A CHECK. Have students read it aloud and look at sample.

CLOSURE

Tell students, **"Today we have learned about the procedure for putting money into your bank account. Tomorrow, we will learn the procedures for taking money <u>out</u> of your account."**

MATERIALS NEEDED

1. Handout: FILLING OUT A DEPOSIT SLIP
2. Handout: ENDORSING A CHECK

FILLING OUT A DEPOSIT SLIP

DIRECTIONS: You want to deposit your paycheck into your savings account. You just received your paycheck for the last two weeks. Your paycheck is for $125.00. Your account number is 6145321647. Using this information, fill out the deposit slip below.

WELLS FARGO BANK

DEPOSIT
SAVINGS OR MARKET RATE ACCOUNT™

BANK USE ONLY	
CUSTOMER ID	
# OF WEBS 001 INQUIRIES	OFFICER APPROVAL

6 | | | | | | | | | | |
SAVINGS OR MARKET RATE ACCOUNT NUMBER

DATE

NAME

ADDRESS

X
PLEASE SIGN IN TELLER'S PRESENCE FOR CASH RECEIVED

SIG 004 (8/91)

CURRENCY	$		
COIN			
CHECKS 1			
2			
TOTAL CHECKS LISTED ON REVERSE			
SUBTOTAL			
◀ LESS CASH			
TOTAL ▶			

DEPOSITS MAY NOT BE AVAILABLE FOR IMMEDIATE WITHDRAWAL

ENDORSING A CHECK

---

1. When depositing a check, you must first endorse it. Endorsement means that you sign the back of the check just as it is written on the front.

2. Endorse your check only when you get to the bank. An endorsed check is like cash. If you should lose an endorsed check, someone else could take it to the bank and cash it.

3. It is a good idea to write your account number under your endorsement or on the front of the check. This ensures that your check is deposited to the proper account.

UNIT 11 MANAGING YOUR PERSONAL FINANCES
Lesson 5 Withdrawing Money from Your Savings Account

OBJECTIVE
1. Describe the procedure for withdrawing money from a savings account.

INTRODUCTION
"Today you will learn how to withdraw money from a savings account. When you take money out of your account it is called 'making a withdrawal'. You will fill out a withdrawal slip which tells the bank how much money you are taking out of your account. The withdrawal slip will serve as your record of the transaction."

ACTIVITIES
Explain the key points of a withdrawal slip. Teacher should familiarize students with form by introducing key points.

KEY POINTS OF A WITHDRAWAL SLIP

1. personal account number
2. date you are making a withdrawal
3. amount of money you wish to withdraw written numerically ($25.50)
4. amount of money you wish to withdraw written out (twenty-five dollars and fifty cents)
5. your full name
6. your signature

Distribute handout, MAKING A WITHDRAWAL. Have a student read directions aloud then guide students in completing exercise. (Teacher may want to make an overhead transparency of withdrawal slip to use while helping students.)

Point out to students that, just like deposit slips, each bank makes its own withdrawal slips so they might look different than the one they have just completed. Tell students that all withdrawal slips must show the name of the person, the account number, and the amount of money being withdrawn. The amount of money will always be written numerically, as well as spelled-out. This is to help the bank be sure that no mistakes are made about the amount of money requested. Pass around withdrawal slips from several different banks for students to view.

After viewing several examples, distribute one withdrawal slip to each student. List the following information on the chalkboard and closely monitor as students fill in the information on their withdrawal slip.

Information for completing withdrawal slip

Account Number	7876250044-7
Amount Deposited	$170.00

Repeat this procedure several times, allowing students opportunity to fill in differing withdrawal slips. Change dollar amounts each time. Include at least 1-2 examples that practice dollar amounts only (no cents) and 1-2 examples that practice dollar amounts with cents. Examples have been provided below.

a) $65.00
b) $71.74
c) $432.00
d) $5.61

CLOSURE

Tell students, **"We have learned how to deposit and withdraw money from our savings account. Tomorrow, we will learn how to understand the information the bank will send to us in the mail concerning our account."**

MATERIALS NEEDED

1. Handout: MAKING A WITHDRAWAL

MAKING A WITHDRAWAL

DIRECTIONS: You are going out with friends and need $40.00. Your account number is 563563211. Fill out the withdrawal slip below using this information.

WELLS FARGO BANK

WITHDRAWAL
SAVINGS OR MARKET RATE ACCOUNT™

6										

SAVINGS OR MARKET RATE ACCOUNT NUMBER

DATE

Received of WELLS FARGO BANK N. A. $

_____ Dollars

X

CUSTOMER'S NAME – PLEASE PRINT

CUSTOMER'S SIGNATURE

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UNIT 11 MANAGING YOUR PERSONAL FINANCES
Lesson 6 Reading Your Bank Statement

OBJECTIVE

1. Describe the procedure for reading a bank statement.

INTRODUCTION

"Now that you understand how to make deposits and withdrawals you will need to understand how to read a bank statement. A bank statement will be sent to you, from your bank, at regular intervals. It will contain items of information from the previous month. It will list each transaction you made, the amount of interest you have earned, and the total amount of money in your account. Today, we will learn how to read a bank statement."

ACTIVITIES

Distribute handout, THE BANK STATEMENT. Teacher should read introduction to students. Explain to students that the purpose of a bank statement is to summarize deposits, withdrawals, and interest earned during a set period of time. **"When you receive your statement you should compare the transactions listed with your passbook to make certain everything is correct and the total dollar amount on the statement matches your passbook total."**

Teacher should review key points introduced on handout, THE BANK STATEMENT.

KEY POINTS OF THE BANK STATEMENT

ACCOUNT NUMBER - verify that this is correct.
STATEMENT DATE - be aware of the period of the statement.
SOCIAL SECURITY NUMBER - verify that the number is correct.
INTEREST PAID THIS MONTH - you need to add this amount to your passbook. Remember that interest is the money the bank pays you for leaving your money in the bank.
CURRENT BALANCE - make certain this matches your passbook balance.
DATES OF WITHDRAWALS AND DEPOSITS - this information should already be recorded in your passbook, make certain all the information matches.

Distribute handout, READING A BANK STATEMENT. Explain directions to students and have them complete exercise independently.

CLOSURE

For homework, have students bring in a copy of their bank statement and passbook to verify monthly transactions.

MATERIALS NEEDED

1. Handout: THE BANK STATEMENT
2. Handout: READING A BANK STATEMENT

THE BANK STATEMENT

A bank statement will be sent to you from your bank at regular intervals. The purpose of a bank statement is to summarize your deposits, withdrawals, and interest earned in a set period of time. When you receive your statement you should compare the transactions listed with your passbook to make certain everything is correct and the total dollar amount balances.

FIRST BANK

Statement of Savings Account

Tracy Butler
3123 River Road
Harrison, New York 10528

Account Number	87 65432 1	Statement Date: 3/5/93
Social Security Number	574-80-1682	
Interest Paid this Month		.37
Current Balance		305.12

Date	Withdrawals	Deposits	Balance
			263.75
February 1, 1993		12.75	276.50
February 3, 1993		20.00	296.50
February 5, 1993		25.00	321.50
February 12, 1993	30.00		291.50
February 27, 1993		10.00	301.50

READING A BANK STATEMENT

DIRECTIONS: Below is an example of a monthly statement, use the information on the statement to answer the questions on the second page of the handout.

FIRST BANK

Statement of Savings Account

Tracy Butler
3123 River Road
Harrison, New York 10528

Account Number	87 65432 1	Statement Date: 3/5/93
Social Security Number	574-80-1682	
Interest Paid this Month		.37
Current Balance		305.12

Date	Withdrawals	Deposits	Balance
			263.75
February 1, 1993		12.75	276.50
February 3, 1993		20.00	296.50
February 5, 1993		25.00	321.50
February 12, 1993	30.00		291.50
February 27, 1993		10.00	301.50

1. What is the first date of deposit on this statement?

_____

2. How much money was deposited on that date?

_____

3. How many deposits were made during this month?

_____

4. On what date was a withdrawal made?

_____

5. What was the balance on February 27, 1993?

_____

6. Look at the current balance at the top of the statement. What is the current balance?

_____

7. Add the interest earned for the month to the balance on February 27, 1993, and write down the current balance.

_____

UNIT 11 MANAGING YOUR PERSONAL FINANCES
Lesson 7 Using Your Automated Teller Machine.(ATM)

OBJECTIVE

1. Understand how to use an ATM machine.

INTRODUCTION

"Most banks have ATM, Automated Teller Machines. The bank gives you a card which you can put into a machine to gain access to your checking or savings account, 24 hours a day. You can do almost all of your banking at your convenience, without ever going into the bank building."

ACTIVITIES

Distribute handout, BECOMING FAMILIAR WITH AN ATM. Have students read aloud. Teacher may choose to write the key points on the chalkboard with students.

KEY POINTS TO LEARN ABOUT AUTOMATED TELLER MACHINES

PURPOSE OF ATM - to withdraw cash, make deposits, check current balance.
CONVENIENCE - ATMs are a convenient way of banking. Many people make transactions at an ATM rather than going into the bank. You can use your ATM at a variety of machines throughout your city, state, and country.
RECEIVING YOUR ATM CARD - sign your name in the space provided, memorize your secret code.
PROTECTING YOUR ATM CARD - never lend your card or tell anyone your secret code. Be careful that no one sees the numbers you enter on the keyboard when you are making a transaction.
FOR YOUR OWN SAFETY - be aware of your surroundings when you use the ATM. Be sure the area is well lighted and if you are not certain it is safe, go to a different ATM to make a transaction. Do not let anyone see the cash you withdraw, put it in your pocket immediately.

Distribute handout, HOW TO USE THE ATM MACHINE. Have students read aloud.

CLOSURE

Have students write down their definition of an ATM. List three reasons you might choose to use an ATM rather than go into the bank.

MATERIALS NEEDED

1. Handout: BECOMING FAMILIAR WITH AN AUTOMATED TELLER MACHINE (ATM)
2. Handout: HOW TO USE AN ATM

BECOMING FAMILIAR WITH AN AUTOMATED TELLER MACHINE (ATM)

PURPOSE OF ATM - to withdraw cash, make deposits, check current balance.

CONVENIENCE - ATMs are a convenient way of banking. Many people make transactions at an ATM rather than going into the bank. You can use your ATM at a variety of machines throughout your city, state, and country.

RECEIVING YOUR ATM CARD - sign your name in the space provided, memorize your secret code.

PROTECTING YOUR ATM CARD - never lend your card or tell anyone your secret code. Be careful that no one sees the numbers you enter on the keyboard when you are making a transaction.

FOR YOUR OWN SAFETY - be aware of your surroundings when you use the ATM. Be sure the area is well lighted and if you are not certain it is safe, go to a different ATM to make a transaction. Do not let anyone see the cash you withdraw, put it in your pocket immediately.

HOW TO USE YOUR ATM

Follow the steps below to discover how easy it is to use the ATM.

1. **Be sure the symbol on the back of your card matches the symbol on the machine.**

2. **Insert your ATM card, position it like the picture above the slot**

3. **Wait for step-by-step instructions in the window.**

4. **Enter your secret code and transaction information using the keyboard.**

5. **Keep your eyes on the window because it will give you instructions.**

6. **If making a deposit, look for envelope slot. Remember, you make withdrawals at any ATM but you can only make deposits at your own bank's ATM.**

7. **If making a withdrawal, be sure to take the money immediately and put it in your pocket or wallet.**

8. **Be sure to take your card and receipt.from the machine. Remember to record your transaction in your passbook immediately.**

UNIT OVERVIEW

UNIT 12 MAKING POSITIVE JOB CHANGES

LESSON 1 POSITIVE WAYS TO HANDLE STRESS AND "BAD" DAYS AT WORK
Know common causes of stress
Describe healthy strategies for managing stress
Request help on the job from supervisor or co-workers

LESSON 2 ENDING A JOB IN A POSITIVE WAY
List key points about ending a job.
Request a verbal or written reference from supervisor.

LESSON 3 GIVING WRITTEN NOTICE OF YOUR RESIGNATION
Give verbal and written notice of resignation.

UNIT 12 MAKING POSITIVE JOB CHANGES
Lesson 1 Positive Ways to Handle Stress and "Bad" Days at Work

OBJECTIVES

1. Know common causes of stress
2. Describe healthy strategies for managing stress
3. Request help on the job from supervisor or co-workers

INTRODUCTION

"Every once in awhile, we all have a "bad" day at work or school. We may feel under a lot of stress. Stress is a feeling of physical, mental, or emotional strain. You might feel stress from working too hard physically or from worrying too much or having a lot "on your mind." Today we will talk about positive, healthy ways to handle stress on the job."

ACTIVITIES

Discuss the meaning of "stress," particularly as it relates to employment.
"Some stress is good for you, but too much can make you feel sick, irritable, or depressed. A worker might feel stress from his or her job if they have difficulty doing their job correctly or don't get along well with others at the job. What other things might cause stress on the job?"
(possible responses: feeling like you're always behind in your work, feeling like you always have the same kind of work to do, feeling like you are criticized in public, the hours you are scheduled to work are difficult because of your other responsibilities, you feel tired on the job.)

Ask students, **"Can you think of some unhealthy ways people may use to try to get rid of stress?** *(possible responses: use alcohol or other drugs, avoid the problem, miss work or school, act out against others)*

Present and discuss positive, healthy ways to deal with stress. Distribute handout, HEALTHY WAYS TO DEAL WITH STRESS.

HEALTHY WAYS TO DEAL WITH STRESS

1. **Think about the cause of the problem and possible solutions.**
   What are the facts? What are some possible solutions? What is the best solution? Who can you talk to for help?

2. **Get help to solve the problem.**
   For example, if you are having difficulty doing your job correctly, ask your supervisor for help. You could also ask an experienced employee who does a good job and is likely to know the right answer.

3. **Take good care of your body.**
Eat good foods, get enough sleep, and exercise (even if it is just walking) every day. Being tired and having poor nutrition make it more difficult to deal with the stress of everyday life.

4. **Talk to someone about your problems.**
Share your problem with someone you trust. This could be a parent, friend, or adult you trust.

5. **Plan your time.**
Think about what you need to do every day. Plan how you will get it done. It helps to make a list of everything you need to do.

6. **Take time to relax and have fun.**

Present sample scenarios depicting stressful situations on the job. (Teacher may develop scenarios that best relate to his or her students.) Scenarios could be written on index cards and read aloud by students. Have students write and then discuss positive, healthy ways the individual could deal with the problem.

SAMPLE SCENARIOS

- Lisa works at a sporting goods store. Her job is to greet customers and help them find the items for which they are looking. Lisa is shy and feels uncomfortable talking with strangers. Her supervisor wants her to be more friendly and outgoing with customers. Lisa would rather stock merchandise or work in the back room.

- Don has been working at Taco Bell for one year. He feels he is a good worker and his supervisor has given him good performance evaluations. And yet, two employees who were hired after Don have been promoted to assistant manager positions. Don doesn't understand why he has not been chosen for promotion.

CLOSURE

Ask students to share any stressful situations they have experienced on the job or at school and how they handled the stress in a positive and healthy way.

MATERIALS NEEDED

1. Handout: HEALTHY WAYS TO DEAL WITH STRESS

HEALTHY WAYS TO DEAL WITH STRESS

---

1. **Think about the cause of the problem and possible solutions.**
   What are the facts? What are some possible solutions? What is the best solution? Who can you talk to for help?

2. **Get help to solve the problem.**
   For example, if you are having difficulty doing your job correctly, ask your supervisor for help. You could also ask an experienced employee who does a good job and is likely to know the right answer.

3. **Take good care of your body.**
   Eat good foods, get enough sleep, and exercise (even if it is just walking) every day. Being tired and having poor nutrition make it more difficult to deal with the stress of everyday life.

4. **Talk to someone about your problems.**
   Share your problem with someone you trust. This could be a parent, friend, or adult you trust.

5. **Plan your time.**
   Think about what you need to do every day. Plan how you will get it done. It helps to make a list of everything you need to do.

6. **Take time to relax and have fun.**

UNIT 12 MAKING POSITIVE JOB CHANGES
Lesson 2 Ending a Job in a Positive Way

OBJECTIVES

1. List key points about ending a job in a positive way.
2. Request a verbal or written reference from one's employer.

INTRODUCTION

"Most people change jobs several times during their career. There are many reasons for changing jobs. Who can think of some reasons? *(desire career change, want more responsibility, increased pay, different hours, more convenient location, etc.)* **You may change jobs because you choose to move to another job, you may also be laid off or fired. For each of these situations, it is important to end your job in a positive way. Why is it important to leave your job on a positive note?** *(Your employer may be able to give you a good reference for a future job, or give you some job leads. You may want to work with that employer or for that company again in the future.)*

ACTIVITIES

Present steps one should follow if they decide to quit (resign from) a job.

1. Tell your supervisor first, not your co-workers. You should tell your boss at least two weeks before your last day. The company may also require that you write a letter of resignation.

2. Continue to be a good worker up to, and including, your last day of work.

3. Continue to have a friendly attitude toward your supervisor and co-workers.

4. If required by company rules, return your uniform before you leave.

5. On your last day of work, thank your supervisor for his or her help. Say goodbye to your co-workers.

6. If appropriate, ask your supervisor if you can list his or her name on your resume or job applications as a reference. You may also want to ask your supervisor if he/she will write you a letter of reference.

Teach the meaning of term, "letter of reference." A letter of reference is a letter that tells what kind of worker you are. A letter of reference can be written by one's former employer. When looking for a new job, a person can show this letter to a prospective employer.

An employee who does a good job and continues to do a good job until his or her last day may want to ask their supervisor for a letter of reference. Distribute copies of handout, SAMPLE LETTER OF REFERENCE and read aloud with students.

Teacher models how an employee might ask a supervisor for a letter of reference. (Point out that it is a good idea to ask the supervisor at least two weeks before your last day so he/she has time to prepare the letter.) **"Mrs. Lewis, as you know, I'll be leaving my job here at the end of the month. Would you be willing to write me a letter of reference?"**

CLOSURE

Teacher may have students practice requesting a letter of reference from a supervisor or permission to use him or her as a reference on job applications or resume.

MATERIALS NEEDED

1. Handout: SAMPLE LETTER OF REFERENCE

SAMPLE LETTER OF REFERENCE

Ms. Jeanne Bolles
Supervisor
Mervyn's Department Store
456 "B" Street
San Diego, California 92101
August 5, 1993

To Whom It May Concern:

Celia Later worked at Mervyn's from January 14, 1993 through August 20, 1993. As a floor supervisor at Mervyn's, I trained Celia and supervised her throughout this time.

Celia was always on time to work, got along with her co-workers, and was friendly to customers. In addition, Celia was willing to learn new skills on the job and often "went the extra mile" to do the job right.

Celia was a good employee. I recommend her to other employers.

Sincerely,

Jeanne Bolles

Ms. Jeanne Bolles

UNIT 12 MAKING POSITIVE JOB CHANGES
Lesson 3 Giving Verbal and Written Notice of Resignation

OBJECTIVE
1. Provide verbal and written notice of resignation.

INTRODUCTION
"Remember, when you resign from a job, your supervisor should be the first to know. You should tell your supervisor in person. You may also want to give your supervisor a letter stating that you plan to resign and giving the date of your last day of work. This is called a "letter of resignation." You should give your supervisor notice of your resignation (verbal or in writing) at least two weeks before your last day. Whether in person or in writing, you will want to cover the same points when you notify your supervisor. Let's look at one example of a letter of resignation."

ACTIVITIES
Distribute copies of handout, SAMPLE LETTER OF RESIGNATION, and familiarize students with the basic information covered in a letter of resignation.

1. Your reason for leaving
2. When you are leaving (give at least two weeks notice)
3. Something positive about your experience at the job
4. Thank you to your supervisor for his or her help

Your letter should be short, neat, and written in ink or typed.

Have students practice writing their own letter of resignation using handout, PRACTICE LETTER OF RESIGNATION. If student is employed, have them prepare a letter for the current employer. If student is not employed, assign an imaginary company, supervisor name, reason for leaving, etc.

CLOSURE
Review students' letters and give feedback. Does the letter contain the reason for leaving, last date of work, a positive statement about the worker's experience, thank you to the supervisor? Is it short, neat, and written in ink?

MATERIALS NEEDED
1. Handout: SAMPLE LETTER OF RESIGNATION
2. Handout: PRACTICE LETTER OF RESIGNATION

SAMPLE LETTER OF RESIGNATION

Celia Later
4032 Paradise Street
San Diego, California 92114
August 1, 1993

Ms. Jeanne Bolles
Floor Supervisor
Mervyn's
456 "B" Street
San Diego, California 92101

Dear Ms. Bolles,

I will be resigning from my job at Mervyn's effective August 20, 1993. I plan to start working at Grossmont Cinema at the end of August. This job will be much closer to Southwestern College where I will be starting a class in the fall.

I have enjoyed working with you and the others at Mervyn's. This job helped me learn a lot about working with customers.

Thank you for all your help.

Sincerely,
Celia Later

PRACTICE LETTER OF RESIGNATION

Directions: Pretend you have decided to quit your job. Write a letter of resignation to your supervisor. Remember your letter should be short, neat, written in ink or typed, and should include:

_____
(Your Name)

_____
(Your street address)

_____
(City, State, Zip Code)

_____
(Date)

_____
(Supervisor's Name)

_____
(Supervisor's Title)

_____
(Company Name)

_____
(Street Address)

_____
(City, State, Zip Code)

Dear _____,
(Supervisor's Name)

_____

_____

_____

_____

_____

_____

Sincerely,

_____
(Your Name)

UNIT OVERVIEW

UNIT 13 WHAT ARE MY GOALS FOR THE FUTURE?

LESSON 1 THINKING ABOUT YOUR FUTURE
Identify general educational, employment, and residential goals for one and three years after high school graduation

LESSON 2 GUIDELINES FOR SETTING GOALS AND MAKING A PLAN
Know key points about setting personal goals and developing a plan to achieve one's goals

LESSON 3 THE INDIVIDUALIZED TRANSITION PLANNING MEETING
Know the purpose of an Individual Transition Planning Meeting (ITP), and prepare for one's own ITP meeting by identifying goals for employment, education, and residence.

LESSON 4 BEING AN EFFECTIVE SELF-ADVOCATE
Effectively advocate for oneself at school, work, and in the community by using an assertive communication style.

UNIT 13 WHAT ARE MY GOALS FOR THE FUTURE?
Lesson 1 Thinking About Your Future

OBJECTIVE

1. Identify general educational, employment, and residential living goals for one year and three years after high school graduation.

INTRODUCTION

"As you know, you won't be in high school forever. The time to start planning for what you will do after high school is now. Let's start by imagining an 'ideal' day. Pretend it is one year from the day you graduated from high school."

ACTIVITIES

Have students complete handout, FUTURE INVENTION SCRIPT 1A (Pacer Center, Inc.). Read the instructions aloud to students. Encourage students to think of their ideal day (not necessarily what they think they might be doing, but what they would most like to be doing.)

When students have completed the above activity, ask them to think again about what their desired lifestyle will be one year after high school. This time they will be thinking about each item in more specific detail by completing handout, FUTURE INVENTION SCRIPT 1B (adapted from Pacer Center, Inc.).

Ask students to share their responses and concerns related to this activity.
Briefly discuss the various issues that one must consider when planning for the future.

Ask students to once again imagine themselves in the future. This time thinking about their desired lifestyle *five* years after high school. Have students complete handout, FUTURE INVENTION SCRIPT II (adapted from Pacer Center, Inc.).

Ask the group or specific students where they will be living in three years, what they will be doing during the day, and how much money they will need. Discuss students' responses and issues that arise.

CLOSURE

Point out to students that achieving one's desired lifestyle does not happen by accident. It usually requires thinking about what you want, setting goals, and making a plan to achieve those goals. Students will be learning more about this in later lessons.

Based on discussion and students' question, teacher may wish to refer students to handouts from Pacer Center, Inc. (for example, housing accessibility, subsidized housing, college financial aid, transportation, driver's education).

MATERIALS NEEDED

1. Handout: FUTURE INVENTION SCRIPT IA (adapted from Pacer Center, Inc., 1986)
2. Handout: FUTURE INVENTION SCRIPT IB (adapted from Pacer Center, Inc., 1986)
3. Handout: FUTURE INVENTION SCRIPT II (adapted from Pacer Center, Inc., 1986)

FUTURE INVENTION SCRIPT 1A

You have just awakened to the radio blaring "Good morning on this cold January morning. We have just reached an all-time low of 23 below. Looks like *(insert one year beyond the current year)* is going to be a cold one." You manage to turn down the bad news and open your eyes.

You are living in a(n):

house
apartment
group home

Located in the:

city
country
suburbs

You live with your:

parents
friends
husband/wife
kids
alone
other

As you think about the day ahead, you know you have to get up and go to:

work
school
volunteer work
your training program
hang around

You look forward to a fun weekend because you are going to:

go skiing
go to a concert
watch television
go to a movie
go camping
go shopping

You decide you are going to do this with a:

friend
husband/wife
parents
brother/sister
girl/boyfriend
kids

You stop for a minute because you only have so much money this month from:

SSI
parents
work
loan/grant

You know each month you need at least:

$100.00
$250.00
$300.00
$500.00
$1,000.00

On that thought you know you have to get going, no matter how cold.

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FUTURE INVENTION SCRIPT 1B

You have just awakened to the radio blaring "Good morning on this cold January morning. We have just reached an all-time low of 23 below. Looks like *(insert one year beyond the current year)* is going to be a cold one." You manage to turn down the bad news and open your eyes.

You are living in a(n):

house
apartment
group home

1) With whom do you live?

_____

2) How much is your rent every month?

_____

Located in the:

city
country
suburbs

1) In what city do you live?

_____

2) How will you get to work/school?

_____

You live with your:

parents
friends
husband/wife
kids
alone
other

1) How did you decide to live with this person?

_____

_____

_____

As you think about the day ahead, you know you have to get up and go to:

work
school
volunteer work
your training program
hang around

1) List three (3) activities you do each day.

_____

_____

_____

You look forward to a fun weekend because you are going to:

go skiing
go to a concert
watch television
go to a movie
go camping
go shopping

1) How will you pay for this activity?

_____

You decide you are going to do this with a:

friend
husband/wife
parents
brother/sister
girl/boyfriend
kids

1) With what other people do you share activities?

_____

_____

_____

You stop for a minute because you only have so much money this month from:

SSI
parents
work
loan/grant

1) List the amount of money you receive from each of the areas listed.

Work _____

SSI _____

Other _____

You know each month you need at least:

$100.00
$250.00
$300.00
$500.00
$1,000.00

1) How much will you need each month for:

Rent _____

Food _____

Transportation _____

Entertainment _____

On that thought you know you have to get going, no matter how cold.

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FUTURE INVENTION SCRIPT 2A

You have just awakened to the radio blaring "Good morning on this cold January morning. We have just reached an all-time low of 23 below. Looks like (three years beyond the current year) is going to be a cold one." You manage to turn down the bad news and open your eyes.

You are living in a(n):

house
apartment
group home

Located in the:

city
country
suburbs

You live with your:

parents
friends
husband/wife
kids
alone
other

As you think about the day ahead, you know you have to get up and go to:

work
school
volunteer work
your training program
hang around

You look forward to a fun weekend because you are going to:

go skiing
go to a concert
watch television
go to a movie
go camping
go shopping

You decide you are going to do this with a:

friend
husband/wife
parents
brother/sister
girl/boyfriend
kids

You stop for a minute because you only have so much money this month from:

SSI
parents
work
loan/grant

You know each month you need at least:

$100.00
$250.00
$300.00
$500.00
$1,000.00

On that thought you know you have to get going, no matter how cold.

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FUTURE INVENTION SCRIPT 2B

You have just awakened to the radio blaring "Good morning on this cold January morning. We have just reached an all-time low of 23 below. Looks like *(insert three years beyond the current year)* is going to be a cold one." You manage to turn down the bad news and open your eyes.

You are living in a(n):

house
apartment
group home

1) With whom do you live?

_____

2) How much is your rent every month?

_____

Located in the:

city
country
suburbs

1) In what city do you live?

_____

2) How will you get to work/school?

_____

You live with your:

parents
friends
husband/wife
kids
alone
other

1) How did you decide to live with this person?

_____

_____

_____

As you think about the day ahead, you know you have to get up and go to:

work
school
volunteer work
your training program
hang around

1) List three (3) activities you do each day.

_____

_____

_____

You look forward to a fun weekend because you are going to:

go skiing
go to a concert
watch television
go to a movie
go camping
go shopping

1) How will you pay for this activity?

_____

You decide you are going to do this with a:

friend
husband/wife
parents
brother/sister
girl/boyfriend
kids

1) With what other people do you share activities?

_____

_____

_____

You stop for a minute because you only have so much money this month from:

SSI
parents
work
loan/grant

1) List the amount of money you receive from each of the areas listed.

Work _____

SSI _____

Other _____

You know each month you need at least:

$100.00
$250.00
$300.00
$500.00
$1,000.00

1) How much will you need each month for:

Rent _____

Food _____

Transportation _____

Entertainment _____

On that thought you know you have to get going, no matter how cold.

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UNIT 13 WHAT ARE MY GOALS FOR THE FUTURE?
Lesson 2 Guidelines for Setting Goals and Making a Plan to Achieve One's Goals

OBJECTIVE

1. Know key guidelines for setting personal goals and developing a plan to achieve one's goals.

INTRODUCTION

"Yesterday you imagined yourself one year after high school and three years after high school. How many of you now have general goals for your future? Today we'll talk more about setting goals and making a plan to achieve one's goals."

ACTIVITIES

Distribute handout, GUIDELINES FOR SETTING GOALS. Discuss the following points about setting goals. To illustrate each point, it is helpful for the teacher to provide his or her own personal examples.

- **Goals can be long-term or short-term.**
  Long-term goals are things you plan to accomplish in 3-5 years after high school, for example, complete college or training program, move into your own apartment, become employed as a store manager.

Class Activity: Ask students to share any long-term goals they have. Teacher can also share his or her own long-term goals.

- **Short-term goals are tasks you need accomplish to meet your long-term goal.**
  For example, if your long-term goal is to finish a two year program at the community college, a related short-term goal would be to pass the required English course.

Class Activity: Identify several long-term goals and ask students to think of related short-term goals.

- **Goals should be specific and measurable.**
  This will make it clear what you are talking about. Set specific time limits. State exactly what you will accomplish.
  This is an example of a specific goal - I will graduate from the child care training program in 1994.
  This goal is not specific - I will finish a training program in the next few years.

Class Activity: Give students several examples of specific and non-specific goals. When students are able to discriminate between specific and non-specific goals, provide students with several examples of goals that are not specific. Ask students to re-write or re-state these as specific goals.

- **Decide what steps you should take to achieve your goal.** For example, if your long-term goal is to work as an automobile mechanic,a short-term goal might be to apply to a summer auto mechanic training program by March of your senior year. Here are steps to take to achieve that goal:
  1. Talk to the career counselor to find names of available programs.
  2. Call programs for information and decide which programs for which you will apply
  3. Call and have an application sent.
  4. Complete and mail the application by March 1.

•Class Activity: Using teacher- or student-generated examples of long-term goals (employment, educational, or residential) and related short-term goals, have students practice identifying relevant steps one might take to achieve these goals.

Class Activity: Teacher can share situations in which he or she has obtained guidance information regarding steps to take to achieve goals.

- **Get help from others.** Successful people seek help from others when making important decisions. Ask parents, teachers, counselors, or other people you trust for suggestions and information.

- **Remember, you can always change your goals.** It's okay to change your mind.

Class Activity: Teacher can share situations in which he or she has changed goals they once had.

- **Remember to reward yourself for progress toward your goal.** Reward yourself for accomplishing even small steps. Don't wait until you achieve your long-term goal.

CLOSURE

Ask students, **"Why is it important to reward yourself for making progress toward a goal? What are some ways (small and big) you might reward yourself?"**

MATERIALS NEEDED

1. Handout: GUIDELINES FOR SETTING GOALS

GUIDELINES FOR SETTING GOALS

- **Goals can be long-term or short-term.**
  Long-term goals are things you plan to accomplish in 3-5 years after high school, for example, complete college or training program, move into your own apartment, become employed as a store manager.

- **Short-term goals are tasks you need accomplish to meet your long-term goal.**
  For example, if your long-term goal is to finish a two year program at the community college, a related short-term goal would be to pass the required English course.

- **Goals should be specific and measurable.**
  This will make it clear what you are talking about. Set specific time limits. State exactly what you will accomplish.
  This is an example of a specific goal - I will graduate from the child care training program in 1994.
  This goal is not specific - I will finish a training program in the next few years.

- **Decide what steps you should take to achieve your goal.**
  For example, if your long-term goal is to work as an automobile mechanic,a short-term goal might be to apply to a summer auto mechanic training program by March of your senior year. Here are steps to take to achieve that goal:
  1. Talk to the career counselor to find names of available programs.
  2. Call programs for information and decide which programs for which you will apply
  3. Call and have an application sent.
  4. Complete and mail the application by March 1.

- **Get help from others.** Successful people seek help from others when making important decisions. Ask parents, teachers, counselors, or other people you trust for suggestions and information.

- **Remember to reward yourself for progress toward your goal.** Reward yourself for accomplishing even small steps. Don't wait until you achieve your long-term goal.

UNIT 13 WHAT ARE MY GOALS FOR THE FUTURE?
Lesson 3 The Individualized Transition Planning Meeting

OBJECTIVE

1. Know the purpose of an Individualized Transition Planning (ITP) meeting and prepare for one's own ITP meeting by identifying goals for employment, education, and residence.

INTRODUCTION

"You have been thinking about plans for your future. Each one of you will be involved in a meeting here at school to help you plan for life after high school. This meeting is called an Individualized Transition Planning meeting or ITP for short. Each one of you aged 16 years or older will have your own ITP meeting at least once a year until you graduate from high school. This meeting is very important because it is about you and your future. The most important person at the meeting is you. Today, we'll talk about what to expect during an ITP meeting and how you can prepare for your ITP meeting."

ACTIVITIES

Distribute copies of handout, ITP FORM SAN DIEGO UNIFIED SCHOOL DISTRICT or the ITP form used in your district. Explain each section to students. Inform students of basic information regarding the ITP meeting, for example, who will be there, where and when it may be held, approximately how long the meeting will last, etc.

Reiterate that the most important person at the meeting is the student. The student can prepare for the meeting by thinking about their future goals and by planning what they want to tell others during the meeting. Practicing what they will say is a helpful way to prepare. Students will be learning more about effective communication skills in the next lesson.

Distribute copies of handout, LIFE AFTER HIGH SCHOOL (Exceptional Programs Department, Career and Transition Services, San Diego Unified School District). Familiarize students with each section. This handout should be completed at home by the students and his or her parent(s). The students should be advised to keep the handout and bring it to his or her ITP meeting.

On the chalkboard, generate a list of programs and community resources a student may wish to utilize as part of their plans for the future. This list could be made specific to the local community. Sample categories include:

Trade or technical schools
Regional Occupational Programs (ROP)
Community colleges
4 year colleges or universities
Job Corps
Military
Department of Rehabilitation
Regional Center
Employment Development Department (EDD)

For each resource, define the programs as necessary and ask students, **"How would a person find out more about this program?"** Responses could include: looking in the telephone directory, asking the career counselor, asking a teacher, parent, or friend.

Guide students in completing handout, GOALS FOR MY FUTURE. Remind students of the guidelines learned for setting goals and making a plan to achieve goals. It may be helpful for the teacher to first model this activity using an "imaginary" student or a student selected from the class.

If students wish, have them share their goals and plans with the rest of the class.

CLOSURE

Praise students for setting specific, measurable goals and listing steps to achieve their goals. This is not an easy task!

MATERIALS NEEDED

1. Handout: SAN DIEGO UNIFIED SCHOOL DISTRICT ITP FORM
2. Handout: LIFE AFTER HIGH SCHOOL (Exceptional Programs Department, Career and Transition Services, San Diego Unified School District)
3. Handout: GOALS FOR MY FUTURE

Individualized Transition Plan

Name _____ School ID # _____ Age ____ Social Security # _____ Date _____
last first

Graduation Status: ☐ Diploma ☐ Certificate ☐ Letter of Recognition Projected Graduation Year_____

Describe Post School Outcomes: Employment_____ Residential_____
Education_____ Other_____

Work Experience Completed

Vocational Classes:	ROP Classes:	Work Experience:	Program (e.g., Workability, Work Inct. Volunteer, Competitive)
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Preparation for Adulthood:

Needed Documentation	Yes	No	Grade to be Completed	In Process	Agency Referral	Date Referred or to be Referred	A-Active I-Inactive	N/A
Social Security card					Dept. of Rehabilitation			
Driver education					Regional Center			
Driver's license					Community College District			
California ID					Social Security Administration (SSI)			
Bus ID					Employment Development Dept.			
Birth certificate					County Mental Health			
Resume completed					Dept. of Social Services			
Other					Other			

Rank issues to be addressed for this ITP:

____ Post-secondary Education	____ Employment/Training	____ Post-secondary Agency Linkages
____ Residential	____ Community, Recreation/Leisure	____ Personal Management
____ Health and Medical	____ Financial and Income	____ Family Life and Social
____ Self-advocacy	____ Mobility/Transportation	____ _____ Other

Distribution: White copy: Special Education Container; Yellow copy: Special Education Center
Pink copy: Parent/Guardian; Goldenrod copy: CUM Folder

Individualized Transition Plan

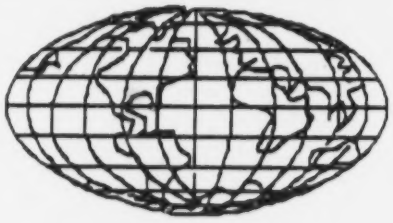
Issue	Activities	Time-line	Agency/Person(s) Responsible	Evaluation
				____Met ____Modify ____Continue
				____Met ____Modify ____Continue
				____Met ____Modify ____Continue
				____Met ____Modify ____Continue
				____Met ____Modify ____Continue
Constraints:				

Issues to be addressed at the next ITP meeting:

____ Post-secondary Education
____ Residential
____ Health and Medical
____ Self-advocacy
____ Employment/Training
____ Community Recreation Leisure
____ Financial and Income
____ Mobility/Transportation
____ Post-secondary Agency Linkages
____ Personal Management
____ Family Life and Social
____ _____ Other

Additional participants at next ITP:

Name	Agency	Name	Agency



Making Plans for:

LIFE AFTER HIGH SCHOOL

(Individual Transition Planning)

Dear Student (and Parents),

This year at your IEP meeting (Individualized Education Program) you will be asked about your plans and goals for the years after you leave high school.

You will be asked to think about such questions as:

- *What kind of job or career do I want?*
- *Do I want to go to college of vocational training?*
- *Do I want to continue to live with my family or do I want to live on my own.*
- *What kind of recreation and leisure activities do I want to join in?*

This brochure was given to you for four reasons:

1. *To help you as you think about these plans and goals.*
2. *To tell you or remind you of some of your choices.*
3. *To give you some names and phone numbers of people and agencies who may be able to help with your future.*
4. *To help you plan your school activities to match your future plans.*

Bring This Brochure To Your IEP Meeting:

EMPLOYMENT

Here are some possibilities you can think about . . .

❑ *I want a full time job as a* _____

❑ *I want a part-time job as a* _____

❑ *I think it would help me to have a job coach to teach me a job.*

❑ *I think it would help if I could work in a supported setting where I could get extra help with learning to work and daily living needs.*

❑ *I won't need a job right away because I will be attending school full time.*

❑ *I haven't decided yet, but I'm working on it.*

EDUCATION

Here are some possibilities you can think about . . .

❑ *I want to go to college full time at* _____

❑ *I want to go to college part-time at* _____

❑ *In college I want to study to be a* _____

❑ *I want to go to vocational school to learn a job or trade.*

The job I want to learn is _____

❑ *I want to take adult education classes.*

The classes I want to take are _____

❑ *I won't want to go to school because I'll be working at a job.*

❑ *I haven't decided yet, but I'm working on it.*

LIVING ARRANGEMENTS

Here are some possibilities you can think about . . .

- ❑ *I want to live on my own in a house or apartment.*
- ❑ *I want to continue to live with my parents or relatives.*
- ❑ *I want to live in my own house or apartment, but I will need support from time to time from someone who can help me live on my own.*
- ❑ *It would help me if I could live in a house or apartment with a roommate where there is 24-hour-a-day help and supervision.*
- ❑ *I want to live in a residential care facility with a 24-hour care provider.*

COMMUNITY RECREATION AND SOCIAL

Here are some possibilities you can think about . . .

Almost everyone likes to be involved in community life. It's good for the person and its good for the community. You may like to participate in many of these activities:

- ❑ *Going to the movies*
- ❑ *Going bowling*
- ❑ *Dining out*
- ❑ *Working on hobbies*
- ❑ *Going to church activities*
- ❑ *Going shopping*
- ❑ *Spending time with family and friends*
- ❑ *Being in clubs and organizations*
- ❑ *Going to community college activities*
- ❑ *Playing sports*
- ❑ *Being in activities with parks and recreation departments*

For people who need or want more assistance with their activities, one of the ideas below may help:

- ❑ *Contact the disabled services of the parks and recreation department.*
- ❑ *Supervised trips and vacations for people with disabilities. (Information may be obtained from your regional center counselor).*

OTHER POTENTIAL PLANNING ISSUES

SOCIAL SECURITY BENEFITS
SSI
DRIVER'S LICENSE
ADAPTIVE EQUIPMENT
SELF PROTECTION
DAILY LIVING SKILLS
LEISURE ACTIVITIES
FINANCIAL ISSUES
PARENT SUPPORT GROUP
RESPITE SERVICES
MEDICAL OR HEALTH ISSUES
TRANSPORTATION
CHILD PROTECTIVE SERVICES
MONEY MANAGEMENT
DATING & FAMILY PLANNING
CONSERVATORSHIP
SPORTS AND RECREATION
RESOURCES FOR PARENTS
COUNSELING
WILLS AND TRUSTS

NEEDED DOCUMENTATION

In order to move on into adult life or the world of work the student will need the following documentation. Please check those documents that the student will need help or information to secure.

- ❑ *Driver's License*
- ❑ *California ID*
- ❑ *Draft Registration*
- ❑ *Social Security Card*
- ❑ *Bus Identification Card*
- ❑ *Birth Certificate*
- ❑ *Resume Completed*

EXCEPTIONAL PROGRAMS DEPARTMENT
CAREER & TRANSITION SERVICES
WHITTIER ADMINISTRATION CENTER
3401 Clairemont Drive
San Diego, CA 92117

GOALS FOR MY FUTURE

DIRECTIONS: Read each question and fill in the blanks.

I want to be employed as a _____ by _____.
(e.g., a clerk at Mervyn's by July, 1993)

In order to become qualified for this position, I will need to do the following:

1._____

2._____

3._____

4._____

My educational goal is to _____ by _____.
(e.g., complete electronic technician program by January 1994)

In order to be accepted into this program or school, I need to do the following:

1._____

2._____

3._____

4._____

Upon being accepted into this program, I will need approximately _____
to pay for tuition/fees.

One year after high school, I plan to live:

in an apartment _____
with my family _____
other _____

In order to do this, I will need to do the following:

1. _____

2. _____

3. _____

4. _____

Three years after high school, I plan to live:

in an apartment _____
with my family _____
other _____

In order to do this, I will need to do the following:

1. _____

2. _____

3. _____

4. _____

Another goal I have for after high school is _____.

In order to achieve this goal, I will need to do the following:

1. _____

2. _____

3. _____

4. _____

Another goal I have for after high school is _____.

In order to achieve this goal, I will need to do the following:

1._____

2._____

3._____

4._____

UNIT 13 WHAT ARE MY GOALS FOR THE FUTURE?
Lesson 4 Being An Effective Self-Advocate

OBJECTIVE

1. Effectively advocate for oneself at school, work, and in the community, using an assertive communication style.

INTRODUCTION

"During your ITP meeting and in all other situations in which you are communicating your feelings and ideas (for example, with an employer, a career counselor, or instructor), you want to know your rights, stand up for your rights, take responsibility for your life, and ask for help when you want and need it. This is called advocating for yourself. It is important that you are aware of the impression you make. You want to be taken seriously and respected. Why is it important to appear confident and sure of yourself? What could happen if you appeared hostile or unsure of yourself?"

ACTIVITIES

People generally want to be respected and taken seriously. Discuss the impression made by different communication "styles."

If you are confident and self-assured others will respect you.
If you are hostile, others may be defensive or avoid you.
If you are unsure of yourself, others may make all the decisions for you.

Teacher reads SCRIPT 1C and asks students the following questions:

1. Was Mary able to get her needs met?
2. What kind of impression might Mary make when she meets people?
3. Is this how you might respond in similar situations?

Introduce the term *assertive* and define. (You stand up for what you believe, you advocate for yourself, you respect the rights of others.)

Discuss the characteristics of an assertive communication style

1. Focus on the problem and on a direct and honest approach.
2. They establish good working relationships.
3. They avoid name calling and deal with their anger appropriately.
4. They express their feelings.
5. Ask students about the long-term effect for someone with an assertive communication style.

Discuss results of assertive behavior.

1. People will respect you but may not always like you.
2. You are more likely to work out your problems and get your needs met.
3. You feel good about yourself.

Read handout, SCRIPT 1A (Pacer Center, Inc., 1986) to students, and ask the following questions:

1. Was Mary able to meet her needs?
2. What kind of impression does Mary make when she meets other people?
3. Is this how you might respond if you were in a similar situation?

Point out that Mary did not try to get her needs met, but instead let others make the decisions for her. This is called being "passive." Ask students, **"What are some characteristics of a passive communicator, someone who lets others make decisions for him or her?"** Responses could include: avoids dealing with problems by agreeing, lets others take advantage of him or her, becomes angry or resentful, wastes time by not planning things or making important decisions.

Ask students, **"Can you give an example of a time when you let others make a decision for you?"** Teacher may also wish to share a situation.

Read SCRIPT 1B, and ask students the following questions:

1. Was Mary able to meet her needs?
2. What kind of impression might Mary make when she meets other people?
3. Is this how you might respond in a similar situation?

Discuss characteristics of an aggressive communication style:

1. They attack people.
2. Their anger controls them and they make poor decisions.
3. They demand things, not request them.
4. Ask students about the long-term effects of aggressive behavior.

Discuss possible results of aggressive behavior.

1. You get temporary satisfaction and enjoyment.
2. You offend others.
3. You develop a bad reputation and others fear and want to avoid you.

Ask students to share a personal example of a situation in which they let their anger control them. Teacher should also share a personal example.

CLOSURE

Teacher reads SCRIPT 2 and asks students the following questions.

1. What is the communication style?
2. Discuss what made it a passive style.
   a. Backed off from expression of needs/wants
   b. Was not clear about her feelings
3. Might they or anyone they know have this type of conversation?
4. Ask students for strategies she might use next time when talking with her parents.
   a. Have information about the cost of an apartment
   b. Review safety features
   c. Not get trapped by guilt

Teacher reads SCRIPT 3 and asks students the following questions:

1. What is the communication style?
2. Discuss what made this an assertive communication style?
   a. Stuck to his requests
   b. Did not let anger control him
3. If a professional tried to talk them out of what they want to do, how would they respond?
   a. They would listen but stick to their request
   b. They would not get into a power struggle
   c. They would have all the facts
4. Discuss the need to be prepared and to practice before talking to professionals.

MATERIALS NEEDED

1. SCRIPT 1A, 1B, 1C, 2, 3 *Teacher Copy Only* (Pacer Center, Inc., 1986)
2. Handout: SELF-ADVOCACY IS... (Pacer Center, Inc., 1986)

Script 1C

Class Scheduling

ASSERTIVE

SCHOOL COUNSELOR:	Well Mary, looks like home economics has an opening fifth hour and you need a class then. I think you would like home ec. this quarter. It is basic sewing.
MARY:	I never was interested in sewing. I tried it in junior high and it was a total flop. I was thinking about that computer class that teaches word processing.
SCHOOL COUNSELOR:	There are no openings then.
MARY:	If I talked with the teacher...
SCHOOL COUNSELOR:	Well, when the program is closed there are to be no changes. Too many students can cause problems. Anyway your grades aren't real good, and sewing really makes the most sense.
MARY:	I think one reason why my grades aren't good is that when I write papers my handwriting is so bad and my spelling isn't too great. I think using a computer would help.
SCHOOL COUNSELOR:	I don't know.
MARY:	If I talk to Mr. Johnson, the computer teacher, and explain my learning disability to him and he says it is okay, can I take the class?
SCHOOL COUNSELOR:	If Mr. Johnson will take responsibility for the program, o.k., but I have to know by tomorrow morning. If not, I'll schedule the home ec. class.
MARY:	I will talk with Mr. Johnson and have him call you this afternoon. I'll get back to you tomorrow morning. Thanks.

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Script 1A

Class Scheduling

PASSIVE

SCHOOL COUNSELOR:	Well Mary, looks like home economics has an opening fifth hour and you need a class then. I think you would like home ec. this quarter. It is basic sewing.
MARY:	I'm not sure. I never was interested in sewing.
SCHOOL COUNSELOR:	Well, this quarter they are sewing stuffed animals. I bet if you give it a try you will find it interesting and useful too.
MARY:	I'm not sure.
SCHOOL COUNSELOR:	I don't have much time. Let's give it a try. It is only a ten week class.
MARY:	O.K.

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Script 1B

Class Scheduling

AGGRESSIVE

SCHOOL COUNSELOR:	Well Mary, looks like home economics has an opening fifth hour and you need a class then. I think you would like home ec. this quarter. It is basic sewing.
MARY:	Are you crazy? I hate sewing!
SCHOOL COUNSELOR:	I was only suggesting...
MARY:	Don't you think I buy clothes in a store like everyone else? I want to take one of those computer classes.
SCHOOL COUNSELOR:	There are no openings.
MARY:	You probably didn't read the schedule right! (Mary grabs the schedule away and the counselor grabs it back.)
SCHOOL COUNSELOR:	We can always schedule a study hall, but then you will be missing one credit.
MARY:	Big deal, I'll never come back here! If I don't graduate it will be all your fault!

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COMMUNICATION STYLES

Script 2

Moving Out

PASSIVE

LINDA: Mom, Dad, I want to talk with you.

MOM: What is it dear?

LINDA: Where is Dad?

DAD: I'm here, now what's up?

LINDA: You both have been really great about me living here while I am going to the University.

MOM: This is your home.

LINDA: Yes, I know, but I am 20 years old and, well, there is this apartment right by the school..

MOM: Are you unhappy here?

LINDA: No, it's not that.

MOM: Then what?

LINDA: Well, I just think I want to be on my own and closer to school.

DAD: How could you afford it? When are you going to start being realistic? Two years of college hasn't helped you much.

MOM: I hear all kinds of things about robberies and rapes in those places.

LINDA: In what places?

MOM: You know, campus housing and apartments. I just don't think I could handle the worry.

DAD: Now, now. Look at how you have upset you mother. Can we talk about this later?

LINDA: O.K., but...

MOM: With all your problems I know something bad would happen! Just last week I heard on the news...

LINDA: O.K. Mom, O.K.

DAD: It's settled then. What's for dinner?

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COMMUNICATION STYLES

Script 3

DRS Interview

ASSERTIVE

DRS COUNSELOR: From the results of your tests it looks like you have difficulty in math and reading. I am not sure the electronics program is best.

CLIENT: I know math is a problem, and I guess I read kinda slow, but I really want to give this program a try.

DRS: Have you considered other fields such as janitorial or maintenance work?

CLIENT: I thought about what I want to do, and how much money I will need. You can get a really good paying job after two years of electronics training.

DRS: Yes, but you don't have the skills.

CLIENT: Maybe not right now, but do the tests say I can't learn?

DRS: No, but...

CLIENT: If the school will take me and has a class I can take to improve my math and reading...

DRS: What if they don't improve enough and you waste your time and money?

CLIENT: Well, after the first quarter if the school doesn't think I can make it, then I'll look for something else. Why don't I call the school and see what they say.

DRS: All right.

CLIENT: If the school will take me and has classes to improve my math and reading, will you cover some of the costs?

DRS: Only if the school will send me a letter saying you are accepted, and I get progress reports every two weeks, and at the end of the quarter we review your grades.

CLIENT: Great! I'll call you after I have met with the school people. Is there any other information you need about the program?

DRS: I'll need to know about tuition, fees, and financial aid information.

CLIENT: I'll get that to you. Thanks.

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SELF ADVOCACY is...

- Knowing your rights
- Standing up for your rights
- Taking responsibility for your life
- Asking for help because you want it and need it.

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SELF-ADVOCACY

WHAT IS A SELF-ADVOCATE?

A self-advocate is a person who tries to get what he or she needs. If a self-advocate needs a place to live, food, or a job, that person will call, write, or talk to people to try and get those things.

DOES A SELF-ADVOCATE NEED HELP FROM OTHER PEOPLE?

Yes, sometimes. They know how to ask questions and get help from other people. They just don't let other people do everything for them or tell them what to do.

I'M AFRAID TO ASK QUESTIONS OR TELL PEOPLE WHAT I THINK. WHY CAN'T I JUST LET OTHERS DO THINGS FOR ME?

You may not get what you want or need if you can't tell other people what you think and how you feel

HOW DOES A PASSIVE PERSON ACT?

Passive people let <u>others</u> tell them what to do. They let others boss them around. They stay quiet even when they don't agree. They may feel angry and upset, but do not say what they think. They don't want to cause trouble.

SHOULD I GET ANGRY AND YELL AT PEOPLE SO I CAN GET WHAT I WANT?

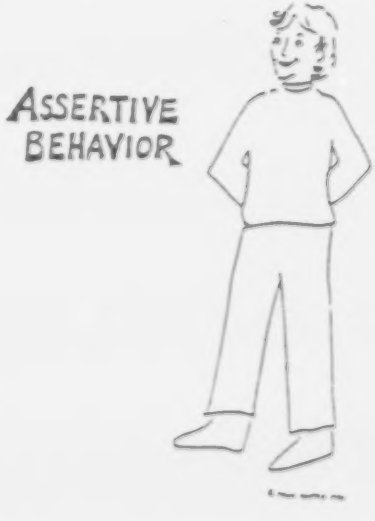
Do you know what happens when you yell at people? They will just get angry and yell back at you. They won't listen to what you have to say.

HOW DOES AN AGGRESSIVE PERSON ACT?

They think they can get what they want by yelling at other people. They talk in a loud and angry way. They do not think about other people's feelings. People may not want to help you if you yell and scream. They may feel angry. They will not listen to you, and will not want to help you.

WHAT'S THE RIGHT WAY FOR A SELF-ADVOCATE TO ACT?

A self-advocate is <u>assertive</u>. That means they tell others what they want and need. They respect the rights and feelings of other people. They do not demand things. They talk about their ideas with other people. They ask questions and get help. Then they make up their own mind about what to do. They don't let other people tell them what to do. They may have strong feelings, like feeling angry, but they don't scream and yell.



HOW CAN I BE ASSERTIVE?

1.

   Look at the person you are talking to. If you look at them as you talk they will know that you mean what you say.

2. Speak clearly. Make sure that others know what you think and how you feel. If you speak too softly, people won't hear you well. If you yell or speak loudly, people won't listen to you.

3. Plan ahead what you want to tell others. Practice what you want to say to them.

For more information call PACER Center at (612) 827-2966, voice and TDD, or toll free at 1-800-53PACER.

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